

SOCIAL EDUCATION

VOLUME XIX

NOVEMBER, 1955

NUMBER 7

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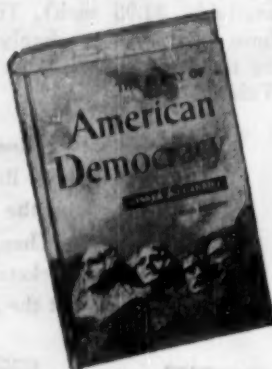
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to SOCIAL EDUCATION, and occasional other publications for \$5.00 annual dues. For further information, write to the Executive Secretary, 1201 Sixteenth Street N.W., Washington 6, D.C.

Editorial office: 1201 Sixteenth Street N.W., Washington 6, D.C. Correspondence in regard to manuscripts and reviews should be addressed to the Editor. Correspondence in regard to advertising should be addressed to the Business Manager.

Subscription without membership is \$4.00 a year; single copies 50 cents. Address SOCIAL EDUCATION, 1201 Sixteenth St. N.W., Washington 6, D.C.

Copyright, 1955, by the National Council for the Social Studies

Published monthly except June, July, August, and September at 1201 Sixteenth Street N.W., Washington 6, D.C. by the National Council for the Social Studies. Entered as second-class matter December 29, 1936, at the post office at Washington, D.C., and Menasha, Wisconsin, under the act of March 3, 1879. Accepted for mailing at special rate of postage provided for in the act of February 28, 1935. Printed in the U.S.A.

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Editor's Page

AMERICAN HERITAGE

IN DECEMBER, *American Heritage*, called by its publisher, James Parton, "The Magazine of History in book form," will celebrate its first anniversary. After an avid reading of each of the first five issues (it appears every two months), we are eager to join those of its subscribers who wish it many happy returns of the day and a large and growing circulation far into the years that lie ahead.

American Heritage is a remarkable publication. For one thing, it carries no advertising, which means that all of its revenue must come from the sale of single copies (\$2.95 on bookstands or directly from the publisher at 551 Fifth Avenue, New York 17, N.Y.) or from subscriptions (\$12.00 per year for the six issues). But this is the least of its claims to fame. Far more important is its fresh and dramatic presentation of America's past. From cover to cover the illustrations, many of them in color, bring to life long forgotten or vaguely recalled episodes in the nation's history. Apart from the necessarily expensive volumes of pictorial history, there is literally nothing comparable to this publishing venture.

Most impressive of all, however, is the broad coverage of the articles. There is something in every issue to interest almost everyone. We were reminded of this fact only a few days ago when friends dropped in with a friend of theirs, a medical doctor, who, as the conversation developed, expressed an interest in history, specifically in the colonial period of American history. We pulled volume 5 of *American Heritage* from the bookshelf and turned to Dr. Rudolph Marx's "A Medical Profile of George Washington." Our visitor borrowed the volume, later returning it with the information that he had become a subscriber.

If by this time any reader has the idea that we are trying to sell subscriptions to *American Heritage*, he is entirely correct. The American history teacher who doesn't have the growing file of this publication readily available at all times is missing a real opportunity to add vitality to his classes, and the school librarian who fails to

include the cost of a subscription to his annual budget is not doing the job he should be doing for the youngsters. Although it should be most useful at the high school level and upwards, we do not hesitate to recommend it for the junior high school age group.

American Heritage may well bring a completely new conception of the nature of history—and of his own rich heritage as an American citizen—to the pupil whose previous experience with the subject of history has been confined to textbooks. If this turns out to be the case, credit will have to go to Editor Bruce Catton and his associates for their decision to draw their material from the whole broad sweep of the nation's story and to think in terms of the seemingly insignificant as well as in terms of the larger and more familiar issues and conflicts. Editor Catton recorded this decision in a prefatory note to the initial issue of last December.

"For history after all is the story of people: a statement that might seem too obvious to be worth making if it were not for the fact that history so often is presented in terms of vast incomprehensible forces moving far under the surface, carrying human beings along, helpless, and making them conform to a pattern whose true shape they never see. The pattern does exist, often enough, and it is important to trace it. Yet it is good to remember that it is the people who make the pattern, and not the other way around.

"The editors of any magazine calling itself *American Heritage*," Catton continued, "must begin by stating the faith that moves them: and the faith that moves us is, quite simply, the belief that our heritage is best understood by a study of the things that the ordinary folk of America have done and thought and dreamed since first they began to live here. They have done and thought and dreamed some rather extraordinary things, as a matter of fact, whose true significance does not always appear on the surface.

"For a great many of the things people do seem rather unimportant, at first glance. They sing tinkly little songs, or they give way to queer enthusiasms about race horses or steam-

boats or carved figureheads for sailing ships; they fall victim to fear and suspicion, and so work hardship on some of their fellows who are doing the best they can according to the lights given them; they paint pictures of Indians, or of fire engines, or of landscapes that seem to carry some important message in their play of light and shade and color; they dig for precious metals in forsaken pockets of dangerous mountain ranges, they drowse lazily about the cracker barrel in a crossroads grocery store, and sometimes a few of them strive frantically to get people to buy one brand of soap rather than another, or grow snobbish and form clubs so that they can live comfortably on a plane above their fellows. These things are not very important, probably, except that each one contributes its own bit to the heritage by which we live—and each one, therefore, is worth looking at, because in each one we see the enthusiasms, the foibles, the impelling drives or the wistful dreams of the men and women who have made America. . . .

"Our American heritage is greater than any of us. It can express itself in very homely truths; in the end, it can lift up our eyes beyond the glow in the sunset skies."

Few of us can express ourselves as eloquently as Bruce Catton, but all of us can—and should—share his faith in the American people, in their past, their present, and their future. And a publication that helps us and the students in our classes to accept life on these terms is a worthwhile publication indeed. *American Heritage* does just this.

A quick glance at some of the material in the August issue open on the desk before us may help to document the more or less generalized statements we have been making.

We begin with an excellent article on "The Wild Freedom of the Mountain Men" in which we learn that "The imagined liberty of Rousseau's primitive individual was actually attained by the free trappers who helped America gain a continent."

Another article, "When Mary Lincoln Was Adjudged Insane," sheds "new light on the tragic case of a President's widow who saw her own son as a hated enemy."

In "The End of Formalized Warfare" we see in rich and meaningful detail how the American environment forced military men to make drastic changes in the concepts and practices of military science.

"Evangelists to the Machine Age" is the story of Dwight L. Moody and Ira D. Sankey, who "were to the generation after the Civil War what Billy Graham is today—evangelists who drew enormous crowds and sparked a great religious revival."

In "General Howe's Orderly Book," printed here for the first time, we have excerpts from a day-by-day record of events in the headquarters of the British commander who took New York in 1776.

"De Soto and the Golden Road" gives us a vivid picture of the Spanish explorer's entry into the fabulous city of Cuzco, capital of the Inca Empire, and reveals how De Soto later argued in vain against the treacherous murder of Atahualpa.

In "The Blockade That Failed" we get a new version of the Union blockade of the Confederacy. ("Even at its tightest the blockade let three out of four ships bearing munitions and supplies slip through the cordon. . . .")

"Spoiled Child of American Politics" is a profile of Senator Cabot Lodge, called sometimes "the scholar of American politics."

"A Medical Profile of George Washington," which we have already mentioned, gives us a picture of the almost continuous series of diseases suffered by our first President during his lifetime, and we learn, incidentally, that Paul Revere once made a set of dentures for him.

This is by no means a complete summary of the contents of the August issue of *American Heritage*. But it is complete enough, we think, to justify our contention that social studies teachers need this publication.

Have you made plans to attend the NCSS Annual Meeting in New York? See pages 320-21 for an outline of the program.

Have you sent your suggestions for resolutions to Professor Ruth Wood Gavian of Brooklyn College, Brooklyn, New York?

Have you sent your nominations for officers to Professor Ralph Adams Brown of State Teachers College, Cortland, New York?

The Power of the Biographer

John A. Garraty

WHEN the *Dictionary of National Biography* first made its appearance in England, some wit is said to have remarked: "The DNB adds a new terror to Death!" In America, Finley Peter Dunne, after reading a funeral oration delivered by a Massachusetts politician, expressed the opinion that "one of the things that keeps congressmen from dying off more rapidly is the fear of what their colleagues will say about them at the memorial exercises." Also in America, Abraham Lincoln, tossing aside unfinished a life of Edmund Burke, once commented: "It's like all the others. Biographies as generally written are not only misleading, but false." And Walt Whitman told a prospective biographer: "I have hated so much of the biography in literature because it is so untrue: look at our national figures how they are spoilt by liars . . . who put an extra touch here, there, here again, there again, until the real man is no longer recognizable."¹

Whitman, Lincoln, Dunne, and the legendary Englishman were complaining specifically about the unrealistic, overly flattering nature of many Victorian biographies, but their observations have a broader significance too. For worse as well as for better, an author can exert a terrifying control over the reputation of his subject. More than fifty years ago the English clergyman-writer, Wilfred Ward, whose own biographies were undistinguished but who wrote with great good sense on biography itself, pointed out that the average reader takes the author of a biography as a guide, and accepts his interpretation of the subject uncritically. Many later commentators have come to the same conclusion.² Irving Brandt, whose long series of volumes on James Madison has altered drastically the com-

mon view of that "Founding Father," places the blame for the earlier "dehumanized" picture of Madison upon the shoulders of William C. Rives, his first biographer. Rives, who knew Madison personally, could have portrayed him as the warm, vital man he actually was. "Instead he was the chief contributor to the dehumanizing process, being dominated at all times by his own super-respectability."³

The power of the biographer is magnified many times by the fact that every story deals with human qualities which defy absolute analysis. Somerset Maugham was probably exaggerating the complexity and inconsistency of man when he wrote: "We know very little even of the persons we know most intimately; we do not know them enough to transfer them to the pages of a book and make human beings of them."⁴

SELECTING THE FACTS

When one adds to this consideration the fact that any biography, no matter how detailed, presents only part of the available evidence—that part which seems significant to the writer—the power of the biographer becomes even clearer. For biographers are unanimously of the opinion that *selectivity* is an essential part of the task of writing lives. Gamaliel Bradford, who specialized in brief character sketches, felt that the ability to select relevant detail was the essence of biography, and Carl Sandburg, whose life of Lincoln is one of the longest in our literature, emphasized the fact that his story was

¹ R. W. King, "Biography and Curiosity," *Life and Letters*, X (1934), 547; Elmer Ellis, *Mr. Dooley's America* (New York, 1941), p. 63; B. P. Thomas, *Portrait for Posterity: Lincoln and His Biographers* (New Brunswick 1947), p. 163; André Maurois, *Aspects of Biography* (Cambridge, England, 1929), p. 26.

² Wilfred Ward, *Problems and Persons* (London, 1903), p. 186. See also Dumas Malone, "Biography and History," in J. R. Strayer, editor, *The Interpretation of History* (Princeton, 1943), p. 122; and W. S. Lewis, "The Difficult Art of Biography," *Yale Review* XLIV (1954), p. 40.

³ Irving Brandt, *James Madison I*, (Indianapolis, 1941), 39.

⁴ W. Somerset Maugham, *The Summing Up* (New York, 1938), p. 213.

Dr. Garraty, an associate professor of history at Michigan State University, has been interested in the subject of biography for a number of years. He is the author of *Silas Wright* (Columbia University Press, 1949) and *Henry Cabot Lodge* (Knopf, 1953). The article which appears on these pages is adapted from a forthcoming study of the nature of biography.

"abstracted from a record so stupendous, so changing and tumultuous" that no one could make use of it all.⁵ Modern biographers such as James Truslow Adams and Marquis James, and earlier ones like Edmund Gosse and Sir Sidney Lee, stand shoulder to shoulder with critics such as Coleridge and Virginia Woolf in listing the ability to select the important from the trivial as a primary quality of good life writing.⁶

How easily the biographer can distort the outlines of his subject by judicious selection of the facts he presents! Suppose he is writing a life of Harry S. Truman. He may emphasize Truman's failure as a haberdasher, his connection with the corrupt Pendergast machine in Missouri, the circumstances of his selection as Roosevelt's running-mate in 1944, his early fumbblings with the complexities of his job after Roosevelt's death, his overdependence upon certain unsavory cronies, his temper (as expressed, for example, in a letter to a certain music critic), his "softness" toward Communism in his administration, and many similar aspects of his career.

On the other hand, he may play down or ignore all these things, and stress Truman's fine service as an artillery officer in World War I, his liberal record as Senator from Missouri during the New Deal era, the way he championed civil rights legislation as President, the high calibre of so many of his appointees in the foreign policy field, his courageous stand in the Korean crisis, and other incidents that show him in a friendly light. All the facts used in either of these approaches might be accurate, but the resultant stories would be very different. If the subject is not a Truman (the reader has his own memory and a mass of readily available literature to counteract any single impression of him), the picture "selected" by the author may affect permanently his place in history.

There is no need to resort to hypothetical cases to demonstrate the effectiveness of selectivity. A glance at the various lives of any im-

portant historical personage makes the point clearly. The books on Alexander Hamilton, to take an example almost at random, show this force in action. Hamilton was probably the most convinced nationalist of his age, a man to whom the separate sovereignty of the individual states was at best a necessary evil. Yet during the Civil War a Southern sympathizer named C. J. Riethmuller wrote a biography of Hamilton designed to "prove" that Hamilton would have supported the right of secession. In the 'eighties, Henry Cabot Lodge produced a *Hamilton* that made it clear that the first Secretary of the Treasury would have been a loyal member of the Republican party if he had been alive at that time, and in the 1920's Arthur Vandenberg argued that this would still have been true after World War I. A later biographer pictured him as "The First American Businessman." In all these cases, a particular impression is created by the selection of certain evidence and the avoidance of contradictory facts.

DISTORTION

The power of the biographer can be even greater if he is willing to twist the facts he selects. If done cleverly, the distortion need not be very great. Take the case of Andrew Carnegie. Little is known of the great steel baron's early career aside from what he himself wrote of it in his *Autobiography*. But his biographers, by selecting only part of what he said about himself and modifying the facts they pick out, have produced radically different pictures.

In discussing his life as a Western Union messenger boy, Carnegie wrote:

One great excitement of this life was the extra charge of ten cents which we were permitted to collect for messages delivered beyond a certain limit. These "dime messages," as might be expected, were anxiously watched, and quarrels arose among us as to the right of delivery. In some cases it was alleged boys had now and then taken a dime message out of turn. This was the only cause of serious trouble among us. By way of settlement I proposed that we should "pool" these messages and divide the cash equally at the end of each week. I was appointed treasurer. Peace and good humor reigned ever afterwards.⁷

Carnegie's unfriendly biographer, J. K. Winkler, translates this into:

The youngsters got an extra dime for delivering messages beyond a certain limit. Andy was greedy for these assignments. Bickerings and quarrels broke out.

⁵ Gamaliel Bradford, "The Art of Psychography," *New York Post Literary Review* III (April 28, 1923), 64; Carl Sandburg, *Abraham Lincoln: The War Years I* (New York, 1939), vii.

⁶ J. T. Adams, "Biography as an Art," *Saturday Review of Literature* IV (1927), 298; Marquis James, *Andrew Jackson: The Border Captain* (Indianapolis, 1933) p. 429; Edmund Gosse, "The Custom of Biography," *Anglo-Saxon Review* VIII (1901), 206; Sidney Lee, *Elizabethan and Other Essays* (Oxford, 1929), p. 50; S. T. Coleridge, *The Friend II* (London, 1863), 57; Virginia Woolf, "The Art of Biography," *Atlantic Monthly* CLXIII (1939), 510.

⁷ Andrew Carnegie, *Autobiography* (Boston, 1920), p. 43.

Finally the extra money was pooled and divided equally at the end of the week.⁴

Every statement in this paragraph can be verified in Carnegie's own account. But Winkler neglects to point out that Carnegie's greed was shared by all the other boys, and that the money "was pooled" at Carnegie's suggestion, a fact that would undermine the impression of Carnegie's greed and unpopularity he is creating.

At another point in his autobiography Carnegie stated:

My life as a telegraph messenger was in every respect a happy one, and it was while in this position that I laid the foundation of my closest friendships. The senior messenger boy being promoted, a new boy was needed, and he came in the person of David McCargo. . . . "Davy" and I became firm friends at once. . . . A short time after "Davy's" appointment a third boy was required, and this time I was asked if I could find a suitable one. This I had no difficulty in doing in my chum, Robert Pitcairn. . . . Hon. H. W. Oliver, head of the great manufacturing Firm of Oliver Brothers, and W. C. Morland, City Solicitor, subsequently joined the corps. . . .

Winkler mentions McCargo, Pitcairn, Oliver and Morland, but merely says they also worked with Carnegie in the telegraph office, ignoring the friendship angle completely, but Burton J. Hendrick, an overly friendly biographer, uses selection in the opposite direction:

It was characteristic of Andrew that, after finally establishing himself in this new world, he should seek to find a similar opportunity for his friends. In a brief period a considerable part of Rebecca Street crossed the river and took up its headquarters in the Pittsburgh telegraph office. . . . As soon as an opening offered, Andrew came forward to name a candidate, and in this way Robert Pitcairn, David McCargo and Henry W. Oliver presently joined the staff.⁵

The fact that Carnegie did not know McCargo until *after* the new boy became a messenger is here obscured, and the single instance in which the future steel tycoon was actually responsible for the hiring of a friend is made to look like a common practice. Thus (for these are but two illustrations of hundreds of subtle alterations in these books) Winkler is able to show Carnegie as a greedy, unpopular personality and Hendrick can portray him as friendly and generous—both drawing upon the same "facts." Such is the potency of selection in the writing of biography.

⁴ J. K. Winkler, *Incredible Carnegie* (New York, 1931), p. 48.

⁵ Andrew Carnegie, *Autobiography*, p. 41-42; J. K. Winkler, *Carnegie*, p. 44; B. J. Hendrick, *The Life of Andrew Carnegie I* (Garden City, 1932), 58.

INTERPRETATION

Biographers also influence the pictures they present by the ways they interpret evidence. In extreme cases they have been known to give facts a meaning exactly opposite to their obvious sense in order to create a particular impression. Winkler, for instance, in his effort to prove that Andrew Carnegie was an avaricious man, had to get around the well-known fact that the ironmaster was a prominent philanthropist who had devoted the last twenty years of his life to giving away his money. To do this he points out that Carnegie has no sons. But for this, he asks, "Would Carnegie have held to his dictum: 'I would as soon bequeath my son a curse as the almighty dollar'?"

Could he have resisted the temptation to place his son among the world's super-rich and super-powerful?

One doubts.

For Andrew Carnegie came of a tribe clannish and jealous of its privileges, eager for glory, and with both eyes peeled for the main chance.⁶

The fact that Carnegie did have a *daughter* is dismissed as beside the point.

Of course most biographers are not so foolish as to resort to this kind of distortion. If they draw conclusions opposite to the obvious meaning of the facts there is usually some good common sense reason. Thus Lloyd Lewis, in his fine life of General W. T. Sherman, can scarcely be taken to task for writing of his hero's promotion to Major General: "The promotion . . . comforted Sherman far more than he pretended when he wrote to [his wife] Ellen, 'I know not why it gave me far less emotion than my old commission as 1st Lieutenant of Artillery.'"⁷ But whenever a biographer begins a sentence with "Despite the fact that," or "Strange to relate in view of his opinion that," or "Paradoxically," the reader can be reasonably sure that he is about to indulge in a bit of reverse interpretation.

However, interpretation is usually more logical, though not necessarily more accurate. Consider for a moment the interpretations given to a simple biographical detail in a man's life, in this case Abraham Lincoln's hesitancy in joining the Republican party in 1855 and 1856. The facts are clear: the party existed; Lincoln was attracted to its principles; yet he held back until shortly before the Presidential election of

⁶ J. K. Winkler, *Carnegie*, p. 22.

⁷ Lloyd Lewis, *Sherman: Fighting Prophet* (New York, 1932), p. 241.

1856. Why? Biographers have supplied answers that reflect their over-all predilections.

One way to "interpret" this incident is to ignore it, as Ward Lamon did in his *Recollections of Abraham Lincoln*. This is a form of selection rather than interpretation, however. Another is to deny it. Thus Emil Ludwig, who sub-titled the section of his life of Lincoln that deals with this period, "Fighter," and who therefore could not see Lincoln holding back from anything, writes: "In his own state of Illinois, Lincoln was naturally in the fore in the foundation of the new party. Indeed, there was some feeling that it was in large measure his creation. . . ."

But most biographers use the question to interpret Lincoln's character. Nathaniel W. Stephenson writes: "It was inevitable that he should go along with the anti-slavery coalition which adopted the name of the Republican party. But his natural deliberation kept him from being one of its founders." In Albert J. Beveridge's account, "Lincoln had been gradually tending toward the new party; yet his obstinate mind yielded slowly," while the unfriendly Edgar Lee Masters, in *Lincoln: The Man*, explains: "He did not know what to do; and there was no fire in him to burn up and light the way."¹²

Some authors, aware of the power of interpretation, have consciously sought to avoid it, but they have never succeeded completely. In the preface of her life of George Washington, Shelby Little stated: "I have tried to set down with complete detachment the record of Washington's life, based on his words and actions and on the words and actions of his contemporaries." Yet before she had written two dozen pages she had ventured into interpretation and judgment. In dealing with Washington's reasons for accepting General Braddock's offer of a position on his staff in the ill-fated campaign against Fort Duquesne, she dutifully quoted Washington's own statement that he was volunteering only to serve his country and "merit . . . the good will" of his friends, "having no prospect of attaining a commission, being well assured it is not in Gen'l. Braddock's power to give such an one as I would accept of." But then she added: "This was the situation—or was it? Washington's heart was set on a King's commission, and if General

Braddock could not confer it, he had influence in London. It was worth trying."

On another occasion, Mrs. Little even resorted to mind reading. She was discussing Washington's reaction to the wave of speculation in government securities which accompanied Hamilton's funding of the national and state debts in 1790.

Such thoughts as he gave to the public indignation over "speculation" were probably impatient ones. Was there anything wrong in shrewd men buying what other men considered worthless? Had he not bought dozens of the 1754 land claims? . . . But he was careful to express no opinion.¹³

Mrs. Little may well have been correct in these interpretations, but what had happened to her "complete detachment," her exclusive dependence upon contemporary "words and actions"? And, of course, these interpretations color the portrait of Washington she has presented.

IT WOULD be foolish to conclude from this that since all biographers are selective and interpretive, their works must of necessity be unreliable—a tissue of personal prejudices and craftily collected distortions. It would be equally inadequate even to argue that an honest writer should try to avoid selecting his evidence, or attempt to keep his opinions out of his text. Instead, biographers should recognize the potency of the weapons at their command, and should use them as fairly as they can. Though it is often true, as Lord Acton said, that power corrupts, power also makes possible right action. One can select without deliberately altering the meaning of the facts, and interpret without abandoning fairness and objectivity. Although the path to Hell may be paved with good intentions gone astray, nothing so well serves the biographer as the wish to be truthful and unprejudiced. "A writer who works for the general public," Marchette Chute, one of our finest contemporary biographers, has written, "has a much heavier responsibility in regard to scrupulous accuracy than one who is writing, say, for a scholarly journal. The mistakes of a popular writer will go further and faster. . . . Moreover, there is no fun in a thing unless you play the game according to the rules. . . . The basic restriction upon any biographer is that he must be trying to tell the truth."¹⁴

¹² Emil Ludwig, *Lincoln* (Boston, 1929), p. 182; N. W. Stephenson, *Abraham Lincoln* (Indianapolis, 1922), p. 83; A. J. Beveridge, *Abraham Lincoln: 1809-1858*, II (Boston, 1928), 356; E. L. Masters, *Lincoln: The Man* (New York, 1931), p. 233.

¹³ Shelby Little, *George Washington* (New York, 1929), p. x, 23-24, 376.

¹⁴ Marchette Chute, "From 'Bad Risk' to Best Seller," *Library Journal* LXXVI (1951), 1487.

A Lesson on Truth

Richard C. Brown

WHAT is truth? This is a question that philosophers, poets, teachers—in fact, all men—have discussed in one form or another since man first inhabited this earth. It lies within the area of what Crane Brinton calls “non-cumulative knowledge.” Perhaps it is a question suited to examination in the social studies classroom, perhaps not. But the question “How do we find truth?” can be discussed in your classroom by students of any age if the relevancy of the question is illustrated by situations within their own experience and understanding.

For example, ask your students to imagine they are walking through a field. They come to a ditch five feet deep and ten feet wide, across which there is a plank. The problem is, how will you find the true answer to the question, “Can I get across this ditch on the plank without it breaking under my weight?” Ask for suggestions.

Nine out of ten students will say, “Try it.” They will suggest that you edge out on the plank, perhaps jumping lightly up and down on it, being always ready to jump back or run rapidly to the other side if the plank gives indication of breaking. You are ready to make the first point, that they are children of a pragmatic century. Our favorite way of finding truth is to experiment, to “try it” and if it works—if you get across the ditch without the plank breaking—then you have found your true answer to the question.

They are so used to this method of finding truth they may be unable to think of any other way, unless you give them some hints by adding other factors to the situation. Suggest to them that there is a sign by the ditch reading “This plank will bear weights up to 500 pounds.” They have seen load limit signs on bridges and highways, so this sign will not seem incongruous.

The author of these practical suggestions for teaching the meaning of truth is a member of the social studies department of the New York State University College for Teachers in Buffalo.

Now ask the class if this changes the situation.

Most will answer, “Well, I weigh less than 500 pounds, so I would walk on across the plank. Someone has provided the answer for me.” You can then say that acceptance of authority is another way of finding truth. Through discussion, you can bring out that we all rely on authority in thousands of situations, from baking a cake to forming our political opinions. During the course of the discussion, if you are fortunate, a thoughtful student may comment, “But perhaps the sign isn’t true. Who put it there?”

If you have a student such as this, breathe a silent thanks, for he has helped you make the point that all sources of authority are not equally valid. All cook books are not equally reliable or suitable; neither are all textbooks, newspapers, politicians, columnists, friends, relatives, and neighbors equally useful as sources of truth. Nevertheless, acceptance of authority is a way of finding truth—just be sure that you examine the qualifications of your authority. Be sure that the sign was put up by someone who knows and not by a group of prospective juvenile delinquents with ingenious ways for causing mischief or possible injury.

Introduce another element into the situation. There is a path leading to one end of the plank and away from the other. If you assume that you can cross the plank safely because enough other people have crossed here to wear a path, then you are using reason, still another way of finding truth, one particularly popular in the eighteenth century. Now the suggestions are coming more rapidly as your students get the idea. Find a big rock that weighs as much as you do and roll it across the plank. Let one of your friends go across first. Someone may suggest praying for divine guidance, a favorite way of finding truth in the Middle Ages, or when the Greeks, Romans and other ancient peoples appealed to their oracles. Each suggestion brings on a new discussion of its feasibility and validity as a means of finding truth in a given situation.

Almost any simple, familiar situation can be used to stimulate a discussion on ways of finding truth and for analyzing their suitability. Imagine that you are trying to find Mary Smith’s house

in the country and come to a fork in the road. You don't know which fork to take. How do you go about finding truth? You try one fork and then the other—again the pragmatic answer comes first. You ask someone. But be sure of your authority, he may just think he knows where Mary Smith lives. You know that Mary is a very popular girl, and this fork of the road looks more traveled—ah, now you're using reason and experience as a way of finding truth. You flip a coin, the appeal to the goddess, Chance. But you have only a fifty-fifty chance of being right, unless you are on especially good terms with your goddess. And so it goes.

By discussing these simple, familiar, hypothetical situations you can, inside of an hour, make several points and impress them on your students. There are many ways of attempting to find truth, but all of them are not equally practical, suitable and valid. We all use in our daily lives combinations of ways of finding truth,

but the wise person chooses the way most appropriate for the situation. Fashions in finding truth change as the centuries pass, just as other aspects of life do.

Certainly these are understandings that should become part of the mental equipment of every student of the social studies. Of course, the dialogue in your classroom will never develop in just the manner it is written here. But by using your ingenuity and bringing the discussion on ways of finding truth down to human situational level, you can arrange an interesting and profitable class period, whatever the age level of your students. Better still, you can provide them with material for discussions outside the classroom. Such simple illustrations of the ways in which we find truth and the place and validity of each can serve your students well throughout their lives as they face real ditches and seek real Mary Smiths. Sometime you ought to try a lesson on truth.

Sidelights

The development of modern methods of communication, notably the radio, has almost eliminated the local dialects which in earlier times were a marked characteristic of the North American scene. One of these earlier dialects, spoken by the people who lived around the Red River in Manitoba, was a mixture of English and Cree, with a few words of French and other languages thrown in for good measure.

An interesting article describing the origins and growth of this dialect, written by S. Osborne Scott and D. C. Mulligan, appeared in the December 1951 issue of *The Beaver: A Magazine of the North* under the title "The Red River Dialect." We are indebted to the publishers for permission to quote the following passage.¹

"It was very much more English than Indian, probably eighty or ninety percent so," the authors wrote. "Some of the constructions were typically Cree or Ojibwa. I have heard, 'Bye me I kaygatch [nearly] killed it two ducks with wan

sot.' That would be pretty good Cree translated literally into that language. Again, 'John James Corrigal and Willie George Linklater were sooting in the marse. The canoe went *apeechequanee*. The watter was sallow whatefer but Willie George kept bobbin up and down callin, 'O Lard save me.' John James was on topside the canoe and outed to Willie and sayed, 'Never mind the Lard just now Willie, grab for the willows.'"

"This incident, which happened many years ago, illustrates an amusing angle of the handicap of the Red River dialect. The Rev. S. P. Matheson's duty was to train young men for holy orders. One young native aspirant had to be drilled again and again to say sure, should, and shall, instead of 'sewer,' 'sud,' and 'sall.' Mr. Matheson, thinking he had him perfectly trained, sent him to Rev. J. J. Anderson, the native Rector at St. Peters as assistant. When Matheson next saw Anderson he asked about his assistant, telling him of the drilling he had given. Anderson's reply was, 'I think you overdid it. When he was reading the morning prayers he said, 'God shave the Queen.' . . ."

¹"The Red River Dialect." *The Beaver: A Magazine of the North*. December, 1951.

The Uses of History in Advertising

John C. Appel

SEVERAL years ago one of the leading publishing companies inaugurated a popular series of history books under the general title of "Teach Yourself History."¹ In the initial volume, editor A. L. Rowse discussed "the use of history." While he wanted to take cognizance of the "most severely practical, and indeed utilitarian, approach to the subject," he overlooked one use of history that is highly materialistic. Rowse noted the importance of history training for young people pursuing the vocations of journalism, civil service, and teaching; but he missed the dollars-and-cents value to businessmen who try to attract customers through the application of history to their advertising. Perhaps this is peculiarly an American phenomenon; and, therefore, this Oxford professor's omission may be excused. Nevertheless, in the realm of American advertising historical themes appear so often that the history teacher ought not to miss the opportunities which this presents nor neglect the responsibility which it imposes.

A study of the appearances of historical themes in advertisements reveals that several different lines of logic are followed. There is enough validity in each line of thought for the teacher to take heed. A businessman may want to show: (1) the progress his field has been making and what benefits its users are thus enjoying; (2) the role of his business in the social and economic developments that have been taking place outside his own field; (3) that the superior qualities of his product are traditional from its earliest beginnings decades ago; (4) the traits suggested by historical names and allusions are present in his product; (5) that his business serves the great historical shrines and places; (6) the authority of our heroes justifies his basic principles or philosophy; (7) his concern for

meeting the moral and intellectual needs of our times. By each of these approaches, the businessman keeps his name before the public. That is advertising.

THE IDEA OF PROGRESS

The idea of progress continues strong in the minds of Americans. The Industrial Revolution of the nineteenth century raised the idea almost to the point of an obsession. Nothing was good unless it lent itself to change. Change and improvement were commonly thought of as identical.

A product will have buyers if it can show that it has been undergoing change. Advertisers often contrast the crude past with the more refined present product. The idea of progress has been the historical device used to advertise such widely different businesses as railroads, radios, magazines, oil, and hotels.

The Association of American Railroads pictures the improved equipment with which it now serves the public. Two smoke-belching locomotives of 1863 contrast sharply with their streamlined twentieth century counterpart.² The caption notes the difference in service, too. These new freight trains "turn out three times as much transportation service in an hour as did the trains of even thirty years ago—and many times as much as was produced by the pioneer trains."

The Middle Ages appears in modern advertising in order to emphasize progress made in protection. The medieval castle was built for stout defence; but the Cyclone Fence Company insists that it can do the same job more easily at less cost.³

Paul Revere has a prominent place in a two-page spread of a Borg-Warner advertisement. Thanks to the scientific experimentation and progress of the company's products, it is now possible to give a countryside alert that will

"The actual applications of history to advertising have been so numerous and varied that it is a wonder that history teachers have paid so little attention to them," the author writes. Dr. Appel is a professor of social studies at the State Teachers College at East Stroudsburg, Pennsylvania.

¹A. L. Rowse, *The Use of History* [Teach Yourself History Library]. New York: The Macmillan Company, 1949.

²*Newsweek*, July 12, 1954, p. 74.

³*Ibid.*, August 9, 1954, p. 2.

cover fifty square miles in one minute!⁴ Many other examples of business appeal through the idea of progress could be cited.⁵

ROLE IN SOCIAL AND ECONOMIC DEVELOPMENTS

Every business has a right to claim a place in the American cultural pattern. If a business can demonstrate that over the decades it has contributed fundamentally to the building of our way of life, the public will appear to be indebted to it. Such a business claims credit not only for the merits of its own products, but also for the benefits that have accrued to other businesses; and for social changes which have thus been effected.

The Association of American railroads has commonly advertised its members as not only carriers of goods and passengers but also as builders of America. To be sure, it appeals to the contemporary businessman by arguing that it is the most efficient and economical carrier now; but it reminds all Americans that "the steel rail itself became the very backbone which made possible [sic] America's vigorous growth."⁶ "Wherever the trail of locomotive smoke was seen and the clicking wheels on rails sounded, there America was on the move. Lands were cleared and cultivated. Homes were built. Industry sprang up at railside. Towns became cities as quick and economical transportation by rail made possible the modern wonder of the American mass market." The role of the railroads in the national growth was succinctly put: "The railroads wrote the timetable for America's advance."⁷ Other industries have set forth their contributions to America's growth in similar advertisements.⁸

SUPERIOR QUALITIES THAT ARE TRADITIONAL

The present is often enjoyed, not for things new, but for the old things that persist unchanged. A continuity of quality that spans the decades and even the centuries is a tribute to genuine worth. Stability, as seen in an unchang-

ing tradition, presents a widespread appeal which businessmen have not neglected to use. For example, the Pennsylvania Crude Oil Association cannot deny that Pennsylvania is no longer the number one oil producing state. Nevertheless, the Association insists that in losing the leadership in volume production this state has not lost any of the original quality for which it was famous in the late nineteenth century. To make its point, the organization resorts to historical recollection. Beneath a picture of the first oil derrick is the caption "the most fabulous discovery ever made!" The find was made by Colonel Edwin Drake who then "watched crude oil rise to the top of a hole he had drilled 69½ feet into Pennsylvania soil." This was the "world's first well drilled for oil," although they recognized that it "was soon joined by scores of others." Its lubricating qualities met a need of "our infant machine age"; but, this company goes on to say, "today, oil from the Pennsylvania Grade region is still recognized as nature's finest crude."⁹

Naturally, the liquor companies associate age with quality. Moreover, each likes to claim that its quality has *always* been as high as it is now.¹⁰ Usually these advertisements portray other traditional values in our social and economic heritage that we like to think should be perpetuated.¹¹

HISTORICAL NAMES SUGGEST TRAITS

Less meaningful so far as conveying historical information is concerned is the use of historical names and allusions as brand names. The numerous appearances of such names indicates the commercial potentialities of the past. Usually a businessman seizes upon a name of the distant past to suggest that his present product bears the honored qualities of the original character. The qualities may be taken from legend or the real past.

The automobile industry has delved into history for many of its brand names. Out of Roman legend has come Mercury, god of speed. Actual rugged individuals in the New World have had their names attached to the Pontiac, Cadillac, De Soto, Marquette, and La Salle. Except for

⁴ *Ibid.*, March 15, 1954, p. 8-9.

⁵ See Sherman Hotel Advertisement in *Newsweek*, May 24, 1954, p. 92. Also McCall's magazine ad, in *Newsweek*, July 5, 1954, p. 27.

⁶ *Newsweek*, July 11, 1954, p. 74.

⁷ *Ibid.*

⁸ See: Anaconda Copper advertisement in *Newsweek*, May 24, 1954, p. 4-5; Norfolk and Western Railway advertisement in *Newsweek*, May 31, 1954, p. 46-47; Jones and Laughlin Steel Company advertisement, *Newsweek*, August 23, 1954, p. 47.

⁹ *Newsweek*, August 30, 1954, p. 38.

¹⁰ See the advertisement of James Crow liquor (*Newsweek*, May 31, 1954, p. 87); Johnnie Walker whiskey (*Newsweek*, July 19, 1954, p. 58); and Hudson's Bay brand (*Newsweek*, November 29, 1954, p. 39).

¹¹ The cordiality and restfulness of a hearth fire, for example, advertises one brand (*Newsweek*, November 8, 1954, p. 104).

Pontiac, those early men were pioneers into the unknown land. Since none of these characters had anything to do with automobiles, it must be their traits of pioneering and ruggedness that make them fitting to brand twentieth century vehicles. It would seem that the automobile industry has not developed or explained the historical implications to the fullest extent.

HISTORICAL PLACES AND SHRINES ARE SERVED

Historical shrines serve an indispensable function in the thinking of a people. They inspire us to be at our best. Places where great sacrifices were made in a selfless display of courage challenge us to live for something greater than ourselves. The homes and scenes of our heroes remind us that in ordinary surroundings individuals can be extraordinary people. The classical structures of architecture that have weathered the storms of centuries seem to beckon us to gaze upon rare artistry and ingenuity that were achieved without the benefit of modern engineering equipment.

Because shrines are absolutely essential to the on-going of civilization, business men have not passed by an opportunity to identify themselves with these historical guideposts, as for example, in the effective advertisement of the Koppers Company. The year 1954 was the bi-centennial of the establishment of Fort Necessity in south-western Pennsylvania. International ceremonies honored the occasion, and news releases recounted the colonial background as well as reported the celebration activities. Against that background the Koppers Company of Pittsburgh came forth with a full-page advertisement featuring a beautiful picture of the old fort. The Koppers Company makes a business of treating wood so as to preserve it. This was an excellent opportunity to call attention to the fact that "the replica of Fort Necessity would be an enduring monument [because] the wood palisades, logs and planks were pressure-treated by Koppers. . . ." And the advertisement goes on to generalize by saying that "Koppers takes justifiable pride in the modest part that it has played in making certain that Fort Necessity, and many other historic shrines, will still be around to remind our grandchildren of their illustrious heritage."¹² Other historic spots throughout the world keep the names of other American businesses before the public.¹³

¹² *Newsweek*, July 25, 1954, p. 8a.

THE AUTHORITY OF THE PAST JUSTIFIES THE PRESENT

The heroes of the past are people who, though long since dead, have grown to epic proportions in our day. They exercise an immeasurable influence. Their authority is often involved in current issues. Because heroes are assigned traits of infallibility, their opinions of another day will sway the public opinion of our day; and may even decide issues.

Advertisers have not overlooked the power of American heroes. The Great American Group of Insurance Companies has run a series of "words of a Great American" to stress the wisdom of being insured. The central feature of their advertisements is a photograph of the Mount Rushmore Group of Washington, Jefferson, Theodore Roosevelt, and Lincoln. A brief quotation from one of the four figures over the signature of that person constitutes the "words of a Great American." For example, Abraham Lincoln is quoted as saying "You can't escape the responsibility of tomorrow by evading it today."¹⁴ The apology for insurance is obvious. Moreover, the Fletcher Aviation Corporation calls upon Lincoln to defend the American patent system.¹⁵ These features of our economic life—insurance and patents—are sound principles for Americans as well as good business for particular businesses.

MEETING PRESENT MORAL AND INTELLECTUAL NEEDS

It is not necessary to herald the virtues of a commodity in order to advertise effectively. The advertiser can catch attention by associating his company's name with anything that interests the reader. Some businessmen have found that people really like to be challenged and inspired by the deepest thoughts, the finest standards of morality, and the best quality of artistry. Two of the most striking series of advertisements have employed historical personalities toward meeting these moral and intellectual needs of the public.

In July, 1950, the Container Corporation of America inaugurated a historical series under the general heading "Great Ideas of Western Man." It consists of terse statements from the

¹³ See advertisements of Trans-World Airways (*Newsweek*, May 24, 1954, p. 83) and American Express Travel Service (*Newsweek*, March 15, 1954, p. 2).

¹⁴ *Newsweek*, May 31, 1954, p. 87.

¹⁵ *Newsweek*, July 5, 1954, p. 51.

writings of the world's great thinkers. Basically, it constitutes an anthology of world intellectual history. The main aim is to "stimulate thinking and discussion about the ideas at the roots of what the philosophers call 'the good life,' ideas that are infinitely more important to the preservation of our society and our liberties than the pursuit of material gain."¹⁶

The spokesman for the Container Corporation explains that this series of advertisements grew out of their concern for the materialistic, self-centered temper of our times. "We were disturbed by the tendency of young people to approach jobs with the question 'what do I get?' instead of 'what do I give?'; to look upon an education only as a course in making a secure living, not as a chance to cultivate the understanding of moral and spiritual values so sorely needed for leadership in a troubled world. . . . And it struck us as the saddest kind of irony that for all the time, energy and money that have been spent to achieve security, we had reaped the greatest harvest of ulcers, alcoholism, and neuroses in the nation's history."¹⁷

The answer to that sort of moral and intellectual atmosphere, thought the voice of the Container Corporation, was to recall to the public mind the ideas that are "the very foundation of the Western tradition." They are part of that foundation because they express enduring truths about life. The ideas, taken from the writings of the great thinkers of the past, fit into three general categories: moral, philosophical, and political.¹⁸ Since all of the ingredients of the "good life" are found in those aspects of living, the Great Idea series has proven singularly inspiring and provocative. Two other American businesses have pursued the same purposes through other historical devices.¹⁹

¹⁶ Walter P. Paepcke, Chairman of the Board of the Container Corporation of America, "Great Ideas Campaign," p. 5. A mimeographed copy of an article that appeared in *American Institute of Graphic Arts Journal*, 1955.

¹⁷ *Ibid.*

¹⁸ *Ibid.*, p. 7. An example of a quotation on morality is one taken from Freud: "So in every individual the two trends, one towards personal happiness and the other towards unity with the rest of humanity, must contend with each other." A political and philosophical excerpt from Edmund Burke's speech "On the People's Liberty" says: "The people never give up their liberties but under some delusion."

¹⁹ The John Hancock Life Insurance Company pictures personalities of our history to emphasize "the instinct of individual independence." A folio of the advertisements may be obtained by writing to the Company. Advertis-

SOCIAL REACH OF HISTORY IN ADVERTISING

Advertising is not successful unless it reaches a large portion of potential customers. A history device that attracts the attention of prospective customers will continue to be used. It is good business. From the social scientist's standpoint, it is also good for the field of history. That is true only if the historical events and personalities chosen are important, appropriate, and accurately presented.

Businesses that employ the historical theme do not restrict themselves only to periodicals that appeal to an intelligentsia who are expected to have a liberal education. Instead, the historical advertisements hit the pages of the popular news magazines—*Time* and *Newsweek*. The Container Corporation played up to the business executive class for four years by advertising in *Fortune* and *Business Week*. Then it substituted the *New Yorker*, possibly because of its wider reach.²⁰

The picture magazines get a large following that includes groups not reached by the news magazines. The John Hancock Insurance Company historical series is published in *Life* and *Look* "because they are large circulation media, circulating in the lower and middle income groups."²¹ *The United States News and World Report* is also on their list "because its editorial character has a special appeal in these days when our government and foreign and domestic policies are in the forefront of interest."²² The Great American Group of Insurance Companies advertises in the *Saturday Evening Post* because it reaches a great cross section of the American public.²³

The advertising rating services have found the historical series favorable advertising devices. There is "a cumulative value to continuing [the] series for seven years. . . . There is a steadily upward trend" in readership ratings.²⁴ The series on Great Ideas of Western Civilization "achieve very high readership

ments may be seen in *Newsweek*, April 12, May 10, and May 31, 1954 on pages 35, 34, and 37 respectively. The company regards its historical advertisements as "largely one of public service. . . ." Letter from Margaret Divver, advertising manager, John Hancock Mutual Life Insurance Company, July 22, 1954.

²⁰ J. S. Doughty, Advertising Manager of the Container Corporation of America, in a letter to this writer, July 22, 1954.

²¹ Margaret Divver, letter of July 22, 1954.

²² *Ibid.*

²³ Leslie F. Tillingshast, letter of August 10, 1954.

²⁴ Margaret Divver, *op. cit.*

ratings . . . and attract a great deal of attention."²⁶ After three years, the Great Ideas device was bringing to the company an average of six letters a day. The president of the company said that over 90 percent were commendatory and most people were asking for reprints. Eventually the advertisements reach people who do not read the magazines; for six hundred reprints are made each month "solely for schools and colleges where they are used for classroom discussion."²⁸ The Container Corporation is "under no illusions as to the effect which this campaign is going to have on the course of world history." They do know that "public response [to the Great Idea series] is continuous and indicative that the statements do stimulate much thinking."²⁷ "Furthermore, when people say that we are helping to promote good citizenship, we know the campaign is good advertising."²⁸

SOCIAL STUDIES TEACHER CAN USE HISTORICAL ADVERTISING

The history teacher ought not to miss the opportunities which the historical themes in advertising present. They can be classroom motivation aids. First, the teacher can challenge the pupil to understand what the advertisers presume must be part of our general culture. The pupils should know the circumstances surrounding historical events, the main facts about famous people, and the context of quotations. Secondly, some of the advertisements are written in the sparkling language that excites the imagination and makes history palatable. Thirdly, information is often packed into these well-written stories, adding to what the pupil is likely to learn in his text. The fact that, in many cases, earnest

effort has been put forth to achieve accuracy enhances the values of such reading. Fourthly, the painting or drawings which illustrate the advertisements seek to be authentic; and aid in creating the world of yesteryear for the pupil. Fifthly, the use of quotations from historical personages provokes thought and discussion. Certainly that is the intention of the Container Corporation's Great Ideas series. Finally, the teacher should detect the shortcomings and inaccuracies of some of the uses of history in advertising; and then teach his pupils to be critical.

Interesting activities might grow out of attention paid to history in advertising. Special reports might explore new historical allusions or enlarge on the less familiar events and personalities. A scrapbook could be assembled. Bulletin board displays could be arranged with profit.

The increasingly widespread resort to history for advertising devices imposes certain responsibilities upon the teacher. While it is not the burden of school men to make business devices pay, the teachers ought to prepare young people to understand the advertisements that confront them. The pupils ought to be familiar with the American traditions which businessmen flaunt before the public; but the pupils should be on the lookout for irrelevancies and incongruities. Unless the teacher keeps the record straight, the reader will be fooled by quotations taken out of context or by seeing personages identified with causes with which they never had any sympathy. Distortions and misinformation dispensed by businessmen for the sale of their products can be counteracted by alert and enlightened teachers. On the other hand, where the advertiser is conscientiously trying to render a public service, the teacher can help to promote the cause. The teacher can certainly join the advertiser in developing an appreciation of the American heritage.

It is clear that the uses of history in advertising impose responsibilities on the teacher. But responsibilities are opportunities in disguise. The actual applications of history to advertising have been so numerous and varied that it is a wonder that history teachers have paid so little attention to them.

²⁶ J. S. Doughty, *op. cit.*

²⁷ One advertising authority agrees with the rating services and the businessmen: "... If a series is used, they are followed by many people from issue to issue of the publications in which they appear. A story of development, of success, told in this way is almost sure to increase the prestige of the advertiser." Arthur J. Brewster, H. H. Falmer, and R. G. Ingraham, *Introduction to Advertising*. New York: McGraw-Hill, 1954. p. 49.

²⁸ Walter P. Paepcke, *op. cit.*, p. 10.

²⁹ *Ibid.*

Luther Burbank once asked Thomas Edison, who was visiting the famous botanist's experimental farm, to sign the guest register. Edison entered his famous perpendicular signature and added in Morse code in a column headed "Interested In—" the word, "Everything."

When Teaching Current Affairs: Nine Suggestions

William H. Connor

"There was never a time in our history when ignorance of current affairs could be so dangerous." Edgar Dale, Professor of Education, Ohio State University.

PUBLIC opinion polls indicate how well-informed or uninformed our citizens are. The Public Opinion Research Center at Princeton University presents the following evidence of adult ignorance of current affairs.

Of the 90 million adults in the United States, 33 million of us don't know what a tariff is; 85 million are blank when asked to tell what is meant by a reciprocal trade treaty. . . . Nearly 54 million do not know what causes inflation. Over 70 million don't know what is meant by a subsidy (some farmers think a subsidy is a sort of cover crop).

This suggests the lack of knowledge about current affairs in one of the most powerful nations in the world, a nation whose voters must make judgments of world-shaking importance.

An intelligent citizenry is the first line of defense of our democratic way of life. Citizens must be intellectually competent to deal with the nation's problems. The school must equip its young citizens with reliable information pertinent to problems of home, school, community, state, nation, world. The study of current affairs is now generally admitted to be indispensable to the training of good citizenship.

Numerous studies show that normal youngsters have a genuine appetite for learning about the world in which they live. Their natural curiosity is awakened, extended, and enriched by reading a variety of accurate, up-to-date material which meets youngsters' interest levels and needs.

High school teachers can realize greater success

in teaching current affairs by considering each of the following nine factors:

DETERMINING THE IMPORTANCE OF THE ISSUE

Not all current issues are of equal importance. Some of the most important issues are not appropriate for instruction on all levels. Also, some issues are important because they throw light on something being taught and learned in the classroom at a particular time. Teachers must continually look at the issues of the day by asking themselves the question: Why are these issues important? Why is this news important?

One teacher put the question of *importance* this way: "The plight of the Navajo Indians in the United States is an important question. Also, the plight of the many, many millions of displaced persons over the world is important. We all believe that injustice and oppression are problems to be met and resolved. *People* are important to those who believe in democracy. This is a moral question. On this basis, purely and simply, one issue is as important as the other. However, other questions of importance are concerned. Some of these are: How widespread is the problem? How will failure to resolve the problem affect our prospects for peace? How sharply does the problem affect our lives? What is the impact of the problem on international relations?"

This illustration is merely one attempt to suggest that there are a number of ways to view the question of *importance*. Teachers and students must be clear in their own minds when they make judgments about the importance of issues. The announcement of the trial runs of the atomic submarine, the *Nautilus* (a newsworthy item), may not in itself be an important event for classroom discussion. If put in the following manner, "It is as important a development in the history of transportation as Fulton's steamboat," it may become a vitally important fact in starting a unit on the development of transportation. However, because we have selected an issue or a fact as being important,

The author of this article, who recently served as Field Consultant in Social Studies for the Department of School Services and Publications at Wesleyan University, is now teaching at Brooklyn (N.Y.) College.

for one reason or another, does not mean *ipso facto* we must teach it.

DEFINING THE ISSUE TO MAKE IT SPECIFIC

Another way of saying this is, "Help the students to know what they are talking about." In one instance a student said, "I really don't know what the group was trying to accomplish today. But, maybe they had too big a topic to handle." Discussions of current issues that are too generally stated end up being meaningless for most students. There is a difference between being confused and having a known problem to be solved. It is knowing what the problem or issue is and in being able to predict the consequences of various solutions that we find the essence of a useful education.

PUTTING ISSUES IN PERSPECTIVE

Getting perspective on the issue is essential to developing meanings and understandings. Two classes in Problems of American Democracy were studying some of the problems of United States foreign policy. One class used a traditional textbook pattern with emphasis upon the United Nations, its organization and work; Latin American relations, with emphasis upon the Organization of American States and the various Pan-American conferences set against the tradition of the Monroe Doctrine; and a study of such organizations as NATO, ECA, and SEATO with which the United States was involved.

The other class did the same basic reading but concentrated upon the news developments about some of the issues and problems around the world. They formed into committees to follow the important news from different areas of the world. Each committee made specific reports. The entire class joined in asking and trying to answer the following questions: Why is the United States concerned with this question? What should we do? Why should we do it? Their reading on the United Nations, Latin America and the various treaty organizations to which the United States belonged began to have meaning—their knowledge or the textual material became increasingly functional. Their discussions were spirited and full of questions as well as suggestions for action. Their understanding of the why and how of United States foreign policy grew by leaps and bounds.

You might well ask, did they learn the "standard" facts? The answer is yes! Both classes, roughly comparable college sections, took the same unit test. Their knowledge of facts was

about the same, but the second group provided a richness of illustration and understanding in their answers that was missing in the first group.

PERSISTING NATURE OF THE ISSUE

There is another test in selecting current issues for classroom instruction: The problem should be persistent. Issues or problems that persist can be related more clearly to the going curriculum, in fact, can become the very foundation of the normal program of study.

RELATING THE CURRENT ISSUE TO THE CURRICULUM

From the point of view of instruction, it is important to teach directly for relationships between past, present and future if continuity is to be maintained, meanings developed, and knowledge tested. I. James Quillen says that in order to broaden understandings of our contemporary world, we need to develop meanings for "basic concepts which the citizen uses in learning, thinking, writing and talking about current social affairs and problems. . . . It is vitally important that social studies teachers develop operational meanings for key social concepts. Among these concepts are: America, American, authority, business, citizenship, civil, communism, conservative, conservation, constitution, culture, democracy, fascism, freedom, individualism, liberty, patriotism, and the like."¹ Understanding such concepts is basic to living (behaving) intelligently in our world. They have deep roots in the history of America and the history of the world. Unless they are related to current problems, their operational meanings can only be partial. To get at the most effective learning of concepts, the connections between past, present and future need to be established. Also this relationship is important if the basic objectives and requirements of the course are to be adequately met.

READINESS OF STUDENTS TO HANDLE CURRENT ISSUES

Readiness is a function of previous experience, motivation, and interest. We can teach for readiness but we do not always find it wherever a current issue is important in the news.

A ninth-grade teacher of American Government says that to use current affairs most effectively during the year, he must first develop the

¹ I. James Quillen, "What Are Basic Learning Concepts in Social Education?" *Educational Leadership*, January 1955, p. 206-207.

continuing habit of reading the news and listening to it on radio and television; he must devote time specifically to the development of certain skills in discussion; and he must take time to develop skills in analyzing and assessing the sources of current news. Otherwise, discussion of current problems will tend to be haphazard, understandings limited, and a *functional* understanding of American government virtually missing.

Other examples of developing readiness might be the following: One teacher was able to use the much publicized walk of Supreme Court Justice William O. Douglas along the Chesapeake and Ohio Canal as an entering wedge for the discussion of natural resources, highway development, and some of the work of the Supreme Court. Another teacher in Georgia used the development of the Savannah River hydrogen bomb plant as the basis for dealing with the world situation. Many of the students' parents had helped construct the plant or were working there. Still another teacher began with a local river development on the Warrior River in Alabama and moved to the St. Lawrence Seaway project as a lesson in national and international cooperation.

BACKGROUND AND KNOWLEDGE OF THE TEACHER

The teacher must have adequate background for handling a current issue. Otherwise the classroom exchange of views and the general lack of information may result in nothing more than an airing of prejudices or in the substitution of one set of prejudices for another. This kind of irresponsibility in the classroom cannot be condoned, much less represented as effective democratic classroom procedure. Freedom to express views without accepting responsibility for them only reinforces the charge that our schools are more and more becoming anti-intellectual. Teachers must be aware of their responsibilities and obligation in the learning process. The small percentage that is not aware of its responsibilities does a real disservice to the teaching profession and to the pupils.

ADAPTING METHODS OF INSTRUCTION TO THE USE OF CURRENT ISSUES

Current issues can be more effectively handled in the classroom if the methods of instruction are selected in terms of what is to be learned. Various forms of discussion, role playing, and audio-visual presentations add reality to the teaching

of current issues in the classroom. The method often gives emotional reinforcement to the learnings desired. This is true if method and content are related. Among many basic understandings that we wish to teach in American history and American government are our rights, duties, obligations, and privileges as citizens. Doing this as an abstract and purely intellectual study through reading and discussing the Constitution may produce some understanding. Utilizing historic decisions of the Supreme Court may add dimensions to the pupils' understanding of these concepts. Further understanding and appreciation may be gained if the teacher calls attention to a number of current problems of American life that involve the rights and duties of citizens. However, much of what is gained here is of a fairly passive nature. One way to develop an understanding of concepts is to define with the class some current issue in which the intellectual content revolves about the concepts to be taught and learned. The elements of research, fact gathering, analyzing, and reporting will be involved, but more important, the selection of the method of discussion will provide real opportunity to put the concepts to work in student relations in the classroom. The very fact of the need to work together, to consider the views of fellow students, to be an active participant in the decision-making process provides operational meaning for the concepts involved. In the process of discussion, privileges and obligations come out in action.

MATERIALS AVAILABLE FOR ADEQUATE STUDY OF THE ISSUE

Developing student background of information is important. Discussion without foundation, except for frankly exploratory purposes, is unrewarding. Students like to have a sense of progress toward goals. They like to know what they are talking about. As one pupil put it, "I was a little unhappy about the discussion. I didn't think the panel was quite prepared or knew *exactly* what they were talking about."

Without adequate sources of information the consideration of issues in the classroom can become directionless, lead to frustration and finally apathy whenever current affairs are mentioned. The plaintive cry can be heard, "Let's get back to our history so we can get somewhere." Students feel more secure with the books they have grown up with. At this stage the teacher is often willing to oblige.

Developing Map Skills in Elementary Schools

Harriett Chace

TWO years ago the teachers of a small elementary school in Centerville, Massachusetts, undertook to study the effectiveness of their efforts to teach selected skills in the social studies at successive grade levels and to develop better articulation among the grades in relation to these skills. Through careful organization of subject matter and experiences, through a study of the stages of child growth, and through a co-operative teacher-pupil planning technique that broke down grade barriers, they hoped to learn more about *what* skills could be taught *where* and *when* and *how*.

At the beginning of the experiment the teachers made a number of basic assumptions: (1) Each child can only be expected to develop according to his own capacity. Some children start with many well-developed skills and others with scarcely any. It is necessary to study each individual and each group in order to know where a pupil stands and how he can be expected to grow. (2) It should not be expected that students exposed to the same learning situations will all develop in the same way and at the same time. A skill must be a goal toward which growth is directed rather than an end product. (3) All that a school can do is to provide situations, instructional materials, and personal relationships that will help each child to advance at his own rate and in the desired direction.

Among the general or "basic skills" selected for the experiment was that of map skills. In a broad sense these map skills were aimed toward two major objectives: (1) training in map reading, and (2) using maps as sources of information.

It was then necessary to determine the specific skills which were part of the general skill; to

help the children to use these skills in classroom and other real-life situations; and to seek evidence of the extent to which these new skills were being mastered and used by the students. We proposed, therefore, to break down map skills into specifics; tentatively to grade these skills in relation to assumed difficulty; and to use standardized and improvised tests to establish individual levels of ability in using the specific skills. In this way, we hoped to find a working level for each class, although no assumption was made that any child because he had arrived at a certain grade level had of necessity arrived at a certain proficiency in a skill.

Under the general heading of "Map Skills" the staff isolated the following:

1. Using a map index.
2. Interpreting map scales.
3. Using map keys and symbols.
4. Interpreting weather maps, relief maps, route maps, political maps, air maps, historical maps, and product, industry, population density or other special type of map.
5. Map construction: copying maps, drawing maps from realia, drawing maps from written accounts, making sand table maps, making maps with clay and similar material, making maps outdoors with natural material.
6. Drawing maps from memory.
7. Locating places on maps.
8. Using an atlas.
9. Using a globe: interpreting a globe, locating places on a globe, finding distances on a globe.
10. Using polar projections.

Having agreed upon the specific skills to be taught, the staff of the Centerville School held meetings and conferences to: (1) discuss skills and the range of skills in various grades; (2) discuss individual child growth and development; (3) work out sequences of skills based on pupil progress; (4) compare work and records at different levels; (5) discuss planned activities, methods of presentation, equipment, and materials of instruction; (6) make summaries of accomplishments. This cooperative planning proved invaluable in the establishing of an effective program.

This is the first of several articles dealing with the problem of developing map skills in the elementary grades. Dr. Chace is Supervisor of Elementary Education in the public schools of Harwich, Orleans, Chatham, and Eastham, Massachusetts.

PRE-TESTING

Before our experiment could really get under way, it was necessary to test the students to be sure that individuals and groups were placed at their proper levels. The first maps asked for in this testing were a series of free-hand drawings to show map concepts. No instruction was given before the children were asked to draw these maps, and no helpful materials were provided for the youngsters' use. If a grade as a whole had a reasonably mature concept, the group continued up the scale until failures resulted.

In the upper three grades it was possible to use the Iowa Every-Pupil Tests of Basic Skills in Map Reading. The results were compared, keeping in mind pupil ages, intelligence quotients, and scores. The I.Q.'s were Binet or Pintner-Cunningham. The information gained from this testing was then set up in the form of tables similar to the following:

Code Name	Sex	Age	I. Q.	Score in
				Grade Level
6A	b	10-9	122	11-2
6B	g	10-9	110	5-8

The Iowa test on reading graphs was also used in Grade Six, and an improvised test on graphs was administered to grades three, four, and five. The results showed ability in graph reading starting at the third grade level.

In the work with memory maps we found that: (1) political maps were remembered better than other types, and (2) pupils with high intelligence quotients were not necessarily best in constructing maps from memory although the Iowa test results showed that they excelled in the reading of maps.

When we analyzed the testing program we noted that there was a positive, if low, correlation between age and map ability. There was a wider range of ability within a single grade than between adjacent grades, and more than the range in chronological age would suggest. Since there seemed to be so little correlation between the factor of age and intelligence and the factor of the selected skill, we felt that interest and self-initiated previous experience with maps must be of prime importance. From the test results we concluded that although it would not be possible to make a definitive list of skills at grade levels, it would be possible to grade skills in order of difficulties so that they could be taught at workable levels.

GRADING

There has been much research into the problem of what skills can be taught at what levels. Such educators as Marion Clark, Alice Gibbons, Elaine Forsyth, Ralph Tyler, Gladys Boyington, J. Wayne Wrightstone, and the large group that planned the Twenty-fourth Yearbook of the National Council for the Social Studies have been pioneers in this field. Their findings show that skills must be taught through subject matter in separate fields. They also find that the possession of a skill does not guarantee its use. The final test is in actual performance.¹

In the past it had usually been assumed that first graders were not mature enough to be taught map skills. The experiment in the Centerville School, however, bore out the idea that the system of grading skills as well as materials becomes essentially a problem of presentation which was precisely the point Henry Johnson made many years ago.² It was possible for pupils to learn to draw and read maps of the immediate environment in grade one, to learn symbols on maps as easily as reading and writing, and to understand directions and locations. Planned work in teaching map skills may be started at first grade level provided the work seems like play, the maps are simple, and all concepts are within the pupils' actual experience. The Nineteenth Yearbook of the National Council for the Social Studies supports this conclusion.

Children will begin early and without direction to represent places they have seen by reproducing them with blocks. . . . The same principle continues in force at all levels of instruction. The child must have the concept that is expressed by a map symbol or the symbol will be meaningless.³

Although in the second and third grades the children should still do most work from direct observation, models, movies, and still pictures are valuable aids, it is not until grade four that transition is noticeable from complete dependence on oral and visual sources to the comprehensive use of written sources.

In the upper three elementary grades, geogra-

(Concluded on page 312)

¹ Helen McCracken Carpenter, editor. *Skills in Social Studies*. Twenty-fourth Yearbook. Washington, D.C.: National Council for the Social Studies, 1953.

² Henry Johnson. *Teaching of History*. Revised edition. New York: The Macmillan Company, 1940. Chapter 4.

³ Katherine Thomas Whittemore. "Maps." *Geographic Approaches to Social Education*, Nineteenth Yearbook. Washington, D.C.: National Council for the Social Studies, 1948. p. 120.

Social Studies in Vocational High Schools

Jack Abramowitz

FROM the pen of one young in teaching knowledge but old in the understanding of the commercial value of the "shock" type of story has come a novel that seems likely to give its title, *Blackboard Jungle*, as the semi-official designation for all vocational high schools. Crudely written, grossly exaggerated, and "juiced up" with appropriate sex passages as befits a naturalist style gone berserk, it has whipped up its high pressure point of academic storm.

The rebuttals have not long been delayed, including one by an expert in the field who, looking over the same area, sees not the decay and degeneration depicted in the novel but a veritable Elysian field inhabited by alert, vibrant youths whose desire for learning is only rivaled by their teachers' desire to serve them.¹

Avoiding the polemic marches and counter-marches we might pause and examine one sector of the vocational high schools and inquire into the condition of the social studies. Obviously all is not well here. The quality of students is poor, the majority terminates its education before the end of the tenth year, and the problem of how and what to teach the vocational student is fast reaching the critical point. Perhaps the most realistic way to sum up is to state, point by point, the conditions that exist.

EXISTING CONDITIONS

The vocational high school student is shop oriented and is often anti-academic as well as non-academic minded.

Vocational schools have served as "dumping grounds" in the past and are likely to remain so in the immediate future.

The majority of vocational students are severely

retarded in reading ability and even more retarded in ability to comprehend written passages.

Present materials and methods do not meet the needs of students in the vocational high schools.

A great majority of vocational high school students terminates its education before graduation.

Reading materials and textbooks now in use are often far beyond the abilities of most of the vocational students.

Students with ability are often forced to work below capacity because of their slower classmates. This is partly alleviated by special "technical classes," or "college preparatory" groupings, but it remains a serious problem and discourages the entrance of brighter students.

Because the vocational school draws its student body from a wider area than the academic school, there is far less school spirit and less after-school activity.

Teacher morale is generally low as a result of the meager returns from years of effort.

Having stated these conditions one might reasonably expect another list containing proposed solutions to the problems. There are, indeed, certain proposals that will be advanced but it might be well to preface them with the flat statements that the vocational schools will always remain a problem. What we can hope to do is to raise the level of education in vocational schools by adopting a more realistic program.

SOME RECOMMENDATIONS

Vocational high schools must not be tied to the social studies scope and sequence of courses used in academic schools.

Courses must be set so that the imperatives of social studies training are given in the early years. This will provide minimum training in skills for those who terminate their education before the tenth year.

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¹ Franklin J. Keller, "Jungle Jottings," *High Points*, January 5, 1955, p. 5-8.

In line with the above, there must be greater emphasis on everyday economics, civics, and vocational guidance. History ought to be left for those who survive the educational "fall-out" of the tenth year. Teaching history courses to the mass of poor readers in our lower classes is nearly impossible because of their failure to understand time and geography relationships. Names, dates, and places are not within their comprehension and concepts elude them completely. However, it is possible to teach the elementary ideas of consumer education and some basic civics. In this way we can hope to set in motion the machinery that may produce a more intelligent voter and buyer in the years to come.

There must be an organized and well subsidized program of visual aids in the social studies. Film strips, sound films, recordings, radio programs, TV scheduling, and other audio-visual devices must be used on a systematic basis to plug the gap left by inability to read.

A large scale remedial reading program must be constantly at work to erase the difference between pupil capacity and pupil performance.

In our field there is special work for the many Foundations pursuing a grant-in-aid program. Much good work has been done by these grants but it is time that a series of grants was given to encourage special work in the vocational high schools. My specific proposal is that grants be issued enabling several members of a vocational school social studies department to take time

over a period of years to prepare special texts and work materials to meet the particular needs of the pupils of the school. What we really need are home-written texts prepared by each department. The "simplified" texts coming from the book companies do not suit our needs and it has now boiled down to a point where vocational high school social studies teachers know what they want but don't know how to go about getting it. Suppose a large scale series of grants-in-aid were worked out which permitted various members of department to take time out to work on this problem. Might this not help solve one of the big stumbling blocks to reaching the student with printed material?

There must be greater attention to the pupil of above average ability. Every effort ought to be made to grant recognition to students of ability. Student programs in vocational schools are severely limited because of the legal requirements that half the school day be spent in shop courses but there ought to be some way of enabling talented students to select optional courses in the social studies.

My purpose in making these recommendations is to invite comment from social studies teachers in the vocational schools. The National Council for the Social Studies has shown its interest by establishing a committee to study the problem. Perhaps, in time, and aided by the suggestions of wider groups of teachers, we may come up with some answers to our problems.

DEVELOPING MAP SKILLS IN ELEMENTARY SCHOOLS

(Continued from page 310)

phies, histories, fiction, picture and more advanced encyclopaedias, atlases, dictionaries, and periodicals are useful. These will supplement direct purposeful experiences and help the children to form the habit of using appropriate printed sources of information. Map indices can be used, map scales can be read and constructed, and symbols can be changed gradually from those that appeal merely to the imagination to the more abstract and conventional ones. By the time a child has completed grade six, he should be able to interpret the majority of maps using keys and symbols, and to use various projections.

At the close of our experiment we found that we had compiled a useable list of skills graded in order of their apparent difficulties, and had reached the following conclusions.

Planned work in map skills may be started at the first grade level if the right presentation is used. Symbols, too, will be accepted at this grade level. As the age group advances the children can visualize larger areas, develop greater accuracy, and work with more abstract symbols.

In map work at all levels there should be constant appeal to the child's own environment and to his experiences. The transition from concrete to abstract should be gradual. Maps for a single purpose should be used until the child reaches the upper grades. Symbols should be introduced in order of reality—pictures, semi-pictorial representation, and abstract representation. As printed material is introduced in other work, printed symbols may be introduced in map work and indices may be used.

Introducing More Art into the World History Course

Bruce A. Watson

PERHAPS one of the most neglected areas of study in world history courses is the history of art. For this neglect, a number of reasons come immediately to mind. First, many textbook authors have relegated the study of art to a handful of reproductions and a few scattered paragraphs; second, some teachers emphasize particular aspects of history—such as economic, political, or social history—at the expense of a well-rounded course; and, third, there are those teachers who simply do not have the background in the history of art sufficient to supplement a text, much less develop a unit on the subject.

There are many ways by which to offset these inadequacies. Many recent texts in world history have developed more balanced presentations. Liberal arts colleges and teacher training programs are increasingly demanding broader programs of study. Many teachers attend in-service courses and summer schools in order to enrich their backgrounds. But the purpose of this article is to suggest to the teacher of world history easily accessible materials which will help him to do a better job. This list is, of course, only partial and can be added to as both interest in and experience with the materials of the history of art are developed.

BOOKS

Edman, Irwin. *Arts and the Man* (Mentor, 1952). A sample book on aesthetics. Easy to understand, it discusses the experiences out of which art develops, the relationship between beauty and civilization and everyday living.

Goldwater and Treves, Editors. *Artists on Art* (Pantheon, 1942). This book is for those who want to know what artists, themselves, think. It is compiled from the autobiographies, letters, and diaries of some five centuries of artists. An

excellent index makes the comparison of viewpoints an easy task.

Gombrich, E. H. *The Story of Art* (Phaidon, 1951). One of the most lucid surveys of the history of art in print. It covers not only European movements, but those in the Orient, as well. Many reproductions accompany the text.

Hauser, Arnold. *The Social History of Art* (2 vols., Knopf, 1951). A comprehensive survey of the main trends and schools of art in Western civilization as they relate to the social and political movements of their times. The last volume contains particularly stimulating chapters on modern art and on the film.

Puma, Fernando. *7 Arts* (Permabooks, 1953). A selection of writings, some printed for the first time, by outstanding artists representing all of the arts. Its historical sweep is from Da Vinci to George Grosz, from Plato to Thomas Mann. It is particularly valuable in suggesting relationships between the various arts.

Taylor, F. H. *Fifty Centuries of Art* (Harper, 1954). Another excellent survey of the history of art similar in scope and purpose to Gombrich. The text is accompanied by more than 300 color reproductions.

PERIODICALS

Time and *Newsweek* magazines every week contain sections devoted to discussions of art, past and present. The articles, often too short, point out significant trends in art, odd and interest-catching happenings in the art world, and interviews with artists. These two magazines are among the best in periodical literature for the lay reader.

Art News, one of the most influential magazines in the art world, contains articles of both historical and critical interest.

Many magazines in the field of art, like the *Architectural Record*, tend to be more specialized and more expensive than the average news magazine; however, some of the most inexpensive, easily accessible, and well-written literature on art may be found in the Sunday

For this contribution, we are indebted to a teacher in Clear Lake Union High School of Lakeport, California.

supplements of the metropolitan daily newspapers. They discuss trends in art, some of the outstanding personalities in the art world, and local art shows which, incidentally, could be the basis of field trips that are both interesting and informative.

REPRODUCTIONS

Time and *Newsweek* magazines offer many reproductions of art, one almost every issue. They are of good quality for this type magazine, are easily removed without damaging the other pages, and usually contain ads on the reverse side so that the news articles remain intact.

Life magazine has become noted for its occasional and excellent reproductions. Unfortunately the pictures are usually on both sides of the pages so that two copies are needed to complete a series. Also, they are not easily removed unless the binding staples are taken out.

The *Skira* company prints reproductions from all periods of art in both period collections and by individual artist.

The *Abrams* company portfolio editions are beautiful reproductions on tipped-in sheets with accompanying texts. For those departments of libraries with larger budgets this same company publishes the *Great Museum Series*, containing some of the finest reproductions available.

The *Marboro Book Company* in New York occasionally offers fine reproductions at relatively

low cost. These can be framed and used as permanent displays.

FILMS

Of those films dealing with art, few are concerned directly with the history of art; in consequence, reliance must be made upon those films which provide general background to particular periods of history. Examples of such films are the Coronet Film series *Ancient Greece*, *Ancient Rome*, and *The Renaissance*, and Pictorial Films' *Heritage of India*.

FILM STRIPS

The *Encyclopaedia Britannica* offers an excellent series of film strips, explaining the various schools of art. These include *Realism*, *Romanticism*, and *Modernism* (which explains Expressionism, Abstractionism, Cubism, and Surrealism). A very good introductory film strip, *Let's Look at Painting*, describes the various things to look for in a painting, such as color, texture, line, balance, and rhythm.

OPAQUE PROJECTOR

Almost any of the materials mentioned in the section on reproductions can be used with effectiveness in the opaque projector. Of value here, also, would be the *Metropolitan Museum Miniatures*. Too small for wall display, they could be shown with advantage in the opaque.

Typically Human

One of the grossest and most common fallacies is to think of human beings in terms of categories rather than as individuals. Having spent many years abroad in various countries, I have been often the victim of crude assumptions and can speak of them from experience. As an American in England, France, or elsewhere, I was apt to be ranked according to the category, or indeed rather the traditional caricature, which the uninformed in those countries apply to Americans. I was assumed to be vulgar, blatant, and gullible: in short, what is considered the typical American—though, if there be a typical American, I have never met one. Similarly, as a white

among orientals or Negroes, I have been classed as typical white man, with all the defects and views which the word type usually implies. To Catholics, I have been the typical Protestant; to Presbyterians, the typical Episcopalian; to Jews, the typical Christian; to Democrats, the typical Republican. But in all these cases, when the typical has been forgotten on both sides and only the individual appraised, it was usually discovered that I was very much like these other people.

(From a statement prepared by Samuel Shella-barger for the National Conference of Christians and Jews.)

"Our Today"—A Sixth Grade Activity

Edward Weselcouch

REALIZING that the first five minutes of many daily school programs leave much to be desired, we at the Essex (Connecticut) sixth grade wondered what we could do to make our morning program more effective. Having watched with interest the Dave Garroway television program, *Today*, and having noted that each program included bits about the weather, news, sports, and special features, I decided to experiment. Capitalizing on the television interest displayed by most children, I suggested that the members of our class watch *Today*, and soon many were planning their pre-school activities around the program, making *Today* a morning must.

Once the class had become thoroughly familiar with the program, we were ready to go ahead with my experiment and start our school day off with "Our Today," an adaptation of Garroway's format, with definite time allotments for news reports, news discussions, sports, music, and special features such as book reviews, reviews of movies and of radio and television shows, poetry selections and reports of interesting hobbies.

The group decided that everyone should participate in all phases of the program, with a different child assuming a different role each day. A "Dave Garroway," a news editor, a "weather-boy-or-girl," a sports editor, and special guests were chosen by the class, and our first attempt was under way. Later we discovered that we needed a producer to plan the presentation, and a director to keep the program on time. To control the timing, the director used a series of cue cards to inform the participants of the time remaining and to signal the necessary instructions to speed up or slow down.

Next the children constructed a weather station, drawing a large map of the United States on the board for use in mapping the daily weather movements. The barometer and the thermometer gained new importance when used for real pur-

poses. Charts were constructed to illustrate temperature changes, air pressure, wind speed and direction, all adding reality to our weather report.

Bulletin boards and maps for current events became points of real interest when incorporated with the news report and discussion. Before school each morning those in charge of the day's program can be found compiling weather statistics, preparing exhibits, arranging the current events board, and setting up the sound equipment. Much of this preparation is started at home the night before when the children watch and listen to newscasts and read the evening newspapers.

A typical "Our Today" program begins with an introduction by "Our Garroway," followed by the news editor's presentation in which he uses both pictures and maps. A panel of four students discuss the news and other pertinent topics, giving their views and opinions. Next on the program come items of special importance and sports, followed by a musical selection and a discussion of the composer. Then the morning weather report is presented with a special forecast for Essex weather based on the children's own sources of information. "Dave" comments on the news and weather and introduces the morning guest. The program concludes with a thought or word for the day.

Since its origin, many changes have taken place through constant re-evaluation. Sections of the program are frequently recorded and then played back, thereby giving the children an opportunity to discover errors and weaknesses as well as strong points.

The guest feature has been improved by the widening of its scope to include people with unusual contributions from other classrooms. A recent guest was a fifth grader who had visited Sweden during the Christmas holidays. He related a first-hand account of life in Sweden that proved most enlightening. The children are now planning to invite people from outside the school who might have something interesting to contribute to appear as guests.

To add reality to our program, we actually broadcast to another room. Two sixth grades

The classroom activity described in this report was initiated and supervised by a sixth-grade teacher in the Essex (Conn.) Grammar School.

broadcast to each other on alternate days.

For the past year and a half "Our Today" has enriched our classroom. It has given added meaning to language, science, the social studies, art, music, and arithmetic. The opportunity to take part in meaningful discussions has helped the boys and girls to think critically and to form

their own opinions on many topics and issues. Speaking before a group, the shy youngster has gained confidence and become more poised. The outsider has become part of the group. The entire class has learned to plan activities and make decisions. We all look forward to tomorrow's broadcast.

Classroom Activities

By Manelle Jeter

North Moultrie Elementary School, Moultrie, Georgia

STATION N.E.W.S.

The newspaper and radio are excellent mediums through which our fifth grade learns current news. A committee reads the papers, edits the news and "broadcasts" it to the room. A six-foot box with a window cut in the side serves as the broadcasting booth. The station letters and the "on the air" light which appear on the front of the booth help make it more realistic. Standards are set up for good news items, good speaking, and good listening. Just after our room broadcast, we listen to the regular news broadcast and compare our selection of items with those of the broadcaster. We find that they often select unimportant items because they have public appeal. While we are learning to read the newspaper, listen to the radio, evaluate the news, and perfect our skills, we are also having fun.

THE MYSTERY VOICE

Elementary children enjoy identifying the mystery voice. In this activity, each child is asked to select an important character, historical or present-day, and prepare at least ten clues leading to his identity. The child must be able to prove his clues. The first clues will be little known facts about the chosen character, but as the game progresses better known facts are given until the class guesses the name of the character. The class decides upon the number of "guesses" they will have. This eliminates wild guessing and forces the members of the class to depend on the clues. All of the children enjoy this game and benefit from it, but the person who gathers the facts and presents the clues has a real learning experience.

FLANNEL-BOARD MAP

A jig-saw map on a flannel board is a device children enjoy and from which they quickly and pleasantly learn the relative size, shape, and location of the states.

If a large flannel board is not available, a piece of flannel attached to the wall or blackboard will suffice. Cut the states from bright colored construction paper. A discarded wall map makes an excellent pattern. Paste a piece of flannel on the back of each piece and press the flannel side firmly to the flannel board. The states may all be placed on the board in their proper places. The leader removes one or more states and the other children guess the missing states. This may be played as a game by the entire class or two or more children may play when they have finished their work.

AN OUTLINE WALL MAP

Many old schools have several blackboards for which they find little use. One way to utilize these boards is through outline maps. Water tempera paint makes an excellent outline. It cannot be erased, but it can easily be washed off when desired. A child may draw in rivers, harbors, mountains, trace important journeys, write names of countries, mark location of important land and sea battles and perform an endless number of learning exercises with such an outline map. If his first effort does not satisfy him, he has merely to erase it and try again. When he has finished the board may be erased and is ready for the next activity.

TWENTY QUESTIONS

In this activity the entire class is divided into two, three, or four groups. Each group selects a character to be identified. A chairman is chosen who recognizes students when they wish to ask a question. Only twenty questions are allowed and they must be questions which can be answered "Yes" or "No." The children enjoy this activity and soon learn to think carefully before they ask a question so that they will not waste their questions.

Monsieur Dannie's *Le Petit Niços*

Daniel Roselle

PONT COUNTER PONT

It was long past the *potage* stage of *dîner* when Monsieur Dannie came into *Le Petit Niços* one Thursday night. The napkins of each of the regulars already rested on lap, coat, or collar, and individually numbered napkin rings lay on each of their tables. No. 47—Madame Lobus; No. 48—Monsieur Anddré; No. 49—Monsieur Ménaché; No. 50—Monsieur Nilya.

"You are late tonight," observed Monsieur Anddré, cutting his *tournedos* into thick red slices.

"I was walking along the *Quais*," said Monsieur Dannie.

"How far?"

"All the way to Saint-Michel."

"Ah, bon!"

"I never knew that there were so many bridges across the Seine."

"Ponts—not bridges," corrected Monsieur Anddré.

"Ponts."

Madame Clere came over to shake hands with Monsieur Dannie.

"Tell me," she said, "which *pont* do you like the best?"

Monsieur Dannie hesitated.

"There is *Pont Neuf*," suggested Monsieur Ménaché.

"It's the oldest historically. Built in the days of Henri IV."

"Or *Pont Alexandre—III*," added Madame Lobus. "Decorated with sea-weed and crabs and mermaids."

"Or *Pont de L'Alma*," continued Monsieur Anddré. "It has the famous statue of Zouave on the side of it."

"Or *Pont d'Iéna*," concluded Monsieur Nilya. "Excellent view of the Tour Eiffel."

Monsieur Dannie still hesitated, slowly rubbing the back of his neck.

"Eh bien?" said Madame Clere.

"Well, if I had to choose just *one pont*," he said thoughtfully, "I would take the *Pont des Arts*."

Monsieur Ménaché was surprised.

"But it only has a black skeleton frame," he said.

"And it is plain and without decoration," added Madame Lobus.

Monsieur Dannie nodded his head.

"I know that," he said, "but it's one of the few *ponts* in Paris that is reserved strictly for people. No cars or other traffic can drive over it."

"Alors?" said Madame Clere.

"Well then," explained Monsieur Dannie, "whenever I see a person walking slowly over the *Pont des Arts* I feel that he must be doing it for pleasure. And I like that."

Madame Clere insisted afterwards that it was just by coincidence that she chose that night to present Monsieur Dannie with a personal napkin and an individually numbered napkin ring. Monsieur Dannie got No. 51.

SHOULD OLD ACQUAINTANCE?

"No *bouillabaisse* tonight?" asked Madame Clere, leaning over Monsieur Dannie's table at *Le Petit Niços*.

"No. I can't afford it," answered Monsieur Dannie. "My trip to Germany was too expensive."

"Germany!"

"Yes. I went back to Aachen. Just for old time's sake. I was there during the war."

Monsieur Dannie placed the menu on the table.

"Germany has made real progress," he said.

"Yes?" answered Madame Clere, pushing her hands hard into the pockets of her apron.

"Yes. Quite different from the days of the S. S., concentration camps, and Himmler's police."

"Yes?"

Monsieur Dannie quickly examined the omelette section of the menu.

"There are new Opel cars in Aachen now," he continued, without looking up.

Madame Clere said nothing.

"The stores are filled with *plockwurst*, *bierwurst*, and *kräuter-bruch*."

"Yes?"

"The Rhein-Ruhr bank is open again. There is a new theater called the *Burg*. And you can buy all the clothing you want along *Wilhelmstrasse*."

"What do you want for supper?" asked Madame Clere.

Monsieur Dannie did not answer. Then he struck the palm of his hand against the table.

"I wish I had not done it!" he said.

"What did you do?"

"I should have had more sense. There is no room for hatred. Why blame a great people for the work of a few!"

"What did you do?"

"Germany is our ally now. The war is over. I teach that to my students."

"What did you . . ."

"I spit on the Aachen flagpost!"

Madame Clere leaned closer to Monsieur Dannie.

"Why?" she asked, quietly.

Monsieur Dannie looked down at the table again.

"I did it for old time's sake," he said.

Madame Clere was silent for a moment. Then she hurried into the kitchen and came back with a large bowl of hot *bouillabaisse*.

"It's free tonight," she explained, placing the bowl on the table.

"I'm a fool," muttered Monsieur Dannie. "A fool American."

Madame Clere shook her head from side to side.

"No," she said. "You're almost a Frenchman. Eat your *bouillabaisse*."

MONSIEUR DANNIE HAS WORDS

"I have just seen a most horrible sight," said Monsieur Andrré, hurrying into *Le Petit Nîcos*. "Give me a Martini and a lemon slice *tout de suite*!"

Monsieur Jean smiled with happiness behind the bar and poured the drink to the edge of the glass.

"Five minutes ago I was in the *Rotis Braseries*," continued Monsieur Andrré. "Monsieur Dannie is there. He is sitting at a table having his *petit déjeuner*. He is eating two croissant rolls and coffee. And he is buttering his rolls with beer!"

"Comment?" said Nita, the waitress, as she filled an order for a *demi* of red wine.

"Monsieur Dannie is buttering his rolls with beer!" repeated Monsieur Andrré, downing half of his Martini. "And he still has half a bottle to go."

"What happened?" asked Monsieur Jean, pulling excitedly on the short sleeves of his coat.

"That's what I asked him," answered Monsieur Andrré. Then he told the regulars this story.

"What happened?" asked Monsieur Andrré.

"Nothing," said Monsieur Dannie.

"You mean you *like* your rolls buttered with beer?"

"No."

"Eh bien?"

"It was simply a matter of words," said Monsieur Dannie, switching momentarily to English.

"I asked the waiter to bring me two croissant rolls, some butter, and coffee. Back home in Fredonia I always have rolls, butter, and coffee for breakfast. So why not here?"

"D'accord!" agreed Monsieur Andrré. "But what did you say in French?"

"I said—Give me two croissant rolls, coffee, and *bière*."

"But *bière* means beer. You should have said *beurre*. *Beurre* means butter."

"That's what I said," insisted Monsieur Dannie, raising his voice. "*Bière—bière—bière*."

"Not *bière—beurre*. *Beurre—beurre—beurre*."

"That's what I'm saying—*bière—bière—bière*."

"*Beurre—Beurre—beurre*. Can't you pronounce it?"

"Of course I can pronounce it. *Bière*."

"*Beurre!*"

"*Bière!*"

"*Beurre!*"

"*Bière!*"

Monsieur Andrré leaned forward.

"Tell me, why don't you just eat the rolls and coffee and leave the beer?"

"First, because I don't want the waiter to think that Americans can't learn the French language. Second, because I don't want him to think that Americans waste food in times like these. *Entendu*?"

"*Entendu*," said Monsieur Andrré and left Monsieur Dannie still buttering his bread with beer.

"That explains something," said Nita, when Monsieur Andrré had finished his story.

"What?"

"The other night Monsieur Dannie ordered soup with a liver in it."

"Comment?"

"*Mais si!* He said, 'Put a liver in my soup.'"

Monsieur Andrré sighed and slowly nodded his head.

"Monsieur Dannie must have meant: 'My word, bring me some soup.' Tonight I will explain to him that *ma foi* means *my word*, and *mon foie* means *my liver*. Americans are interesting, *n'est-ce pas?*"

Notes and News

Merrill F. Hartshorn

Resolutions—2nd Notice

The Chairman of the NCSS Resolutions Committee strongly urges members of the National Council to send to her as soon as possible any resolutions that they would like to have considered for adoption at the Annual Meeting this Thanksgiving. Please address all correspondence to:

Professor Ruth Wood Gavian
Department of Education
Brooklyn College
Brooklyn 10, New York

Foreign-Area Study Fellowships

The Ford Foundation has announced it will offer fellowships for the academic year 1956-57 for study and research on foreign areas.

The fellowships will be available to persons under 40 years of age for graduate or post-doctoral work in the social sciences or humanities that pertains to Africa, Asia, the Near East, the Soviet Union or Eastern Europe. Study and research may be undertaken in the United States or abroad beginning as early as the summer of 1956.

The purpose of the fellowship program, which is beginning its fifth year, is to help create a more adequate supply of Americans trained to deal professionally with matters regarding the selected foreign areas. It is part of a broader Foundation program to increase international understanding and enable the United States to better discharge its international responsibilities.

Applications will be accepted through December 15, 1955. Details and application forms may be obtained by writing to The Ford Foundation, Foreign-Area Fellowship Programs, 477 Madison Avenue, New York 22, New York.

Pennsylvania-Middle States

The Pennsylvania Council for the Social Studies cooperated with the Middle States Council in the planning and execution of plans for a meeting in Lancaster on May 6 and 7.

The sessions opened with an informal reception at which James Kehew, President of the Pennsylvania Council, served as host. Arthur D. Graeff of Overbrook High School in Philadelphia

presented an address titled "The Pennsylvania Germans: A Study in Stability." The dinner session chaired by Ralph W. Cordier was addressed by D. G. Brinton Thompson of Trinity College in Hartford, Connecticut, on "The Middle Atlantic States in American History," and Lester E. Klimm of the University of Pennsylvania discussed "The Middle Atlantic States Today."

Saturday's sessions opened with business meetings of the Middle States and Pennsylvania Councils. "Present-Day Problems in the Middle Atlantic States and Their Significance to Social Studies Teaching" was the topic of the morning panel discussion chaired by William H. Hartley, State Teachers College, Towson, Maryland. Panel members included John J. Appleyard, U. S. Steel Corporation; Charles A. Shapp, New York City junior high school principal; Edmund N. Bacon, Executive Director, Philadelphia City Planning Commission; Muriel N. Hoover, Washington, D. C., high school teacher; Robert V. Duffey of Temple University; and Helen McCracken Carpenter of State Teachers College, Trenton, New Jersey. Discussion groups completed the morning activities and dealt with various phases of the panel presentation as follows: Economic problems with particular reference to industrial development; social problems, with particular reference to integration of peoples; political problems, with particular reference to regional planning; teaching present day problems in the elementary school; studying present day problems at the college level. Discussion in each panel section was carried on under the leadership of a chairman and four or more discussants from the region served by the councils.

The luncheon session was chaired by George I. Oest, President of the Middle States Council. O. H. Aurand, superintendent of the Lancaster City public schools, brought greetings. Edwin R. Carr, NCSS President, addressed the assembly on "The Role of the Social Studies Teacher in the Interpretation of Current National Problems." The afternoon was devoted to a bus tour of the Pennsylvania "Dutch" country in the vicinity of Lancaster.

J. K. and G. I. O.

Central Ohio

The Social Studies Association of Central Ohio joined with the Columbus English Club, the Columbus Elementary Teachers Association, Pi Lambda Theta, and the Curriculum and In-Service Education Division of the Columbus Public Schools in presenting the Third Annual In-Service Education Workshop on March 19 at Ohio State University.

The keynote speaker, Ernest O. Melby, Dean of the School of Education of New York University, talked on the theme of the conference "Values To Live By."

Following Dean Melby's address, attendants participated in one of the eleven discussion groups which dealt with (1) How can we work toward world peace in a world of conflicting values? (2) What are the responsibilities of the press—books, magazines, and newspapers in relation to values? (3) What are the responsibilities of audio-visual communication media—movies, radio and television, in relation to values? (4) In what ways should the home and school share in the development of character values? What should be done if the home and school conflict in interpreting values? (5) How can we coordinate relationships between the school, home, and church and other community organizations in the development of values for the individual? (6) How do values evolve in present-day society? (7) What is the role of the public school in helping to understand the various religious cultures? (8) What personal standard of values has a community the right to expect of its educational leadership? (9) How can teachers understand the values children hold and help them establish critical value judgments? (10) What should the school program be in undertaking to teach moral and spiritual values to children? (11) What shall

be the attitude of the school toward studying controversial social issues?

Following the luncheon, Dean Melby, discussion group leaders and audience participants concerned themselves with "Applications and Recapitulation of Conference Discussions."

Fred C. Slager of the Division of Instruction of the Columbus Board of Education was chairman of the program committee and was assisted by Robert Mentzer, Zola Rasner and Mrs. Verona Rothenbush of the Columbus English Club; Margaret Roling, Martin Horn, Margaret Willis and Talitha Herold of the Social Studies Association; Robert Gray and Mrs. Cleo Warstler of the Elementary Teachers Association, and Mrs. Clara Stanley of Pi Lambda Theta. T.H.

Southwest Florida

The final meeting of the academic year of the Southwest Florida Council for the Social Studies was held in Arcadia, April 16. A discussion of major classroom problems confronting teachers in the social studies served as a foundation upon which to base programs for the coming year's agenda.

Newly elected officers are Luna Stewart, Arcadia, President; Mrs. Myrtie Strickland, Waucho, Vice-President; and Mrs. Nelma Stone, Arcadia, Secretary-Treasurer. C.P.

All social studies teachers and social studies organizations are invited to send in materials for these columns. Send in notes on the activities of your organization or school and other items of interest to social studies teachers. Mail material as early as possible to Merrill F. Hartshorn, 1201 Sixteenth Street, N.W. Washington 6, D.C. Contributors to this issue: Talitha Herold, James Kehew and George I. Oeste, and Cloyd Paskins.

Annual NCSS Meeting Offers Diversified Program

New York at Thanksgiving—and a myriad of opportunities. New knowledge, rare educational experiences, the theater season in full swing. A chance to visit the UN and hear the personalities who make it function. You'll think twice before passing up the NCSS Annual Meeting, November 24-26, where the excitement of Broadway can be combined with plenty of intellectual stimulation.

Where else can you visit a school for Puerto Rican children operating under a Ford Foundation grant? A school with more than 25 national-

ity backgrounds? How often can you get walkie-talkie tours that cover famous spots in New York City for as little as 50 cents? When again will you have a chance to rub elbows with top men in the UN?

Pre-convention activities alone are enough this year to lure the most circumspect teacher. From Monday through Wednesday (November 21-23) schools in New York and vicinity open their doors to NCSS members. There will be no less than 34 choices—schools and school programs ranging from progress classes for gifted children to pro-

grams to combat juvenile delinquency and including the already mentioned schools. New York can satisfy your interests whether they be core program, forum technique, handicapped children, radio and TV instruction, or foreign languages in elementary grades.

On Tuesday at New York University NCSS visitors can join an observation-methods course under Julian C. Aldrich which provides integration of experiences for secondary majors in social studies, science, or English.

WALKIE-TALKIE TOURS

Walkie-talkie tours Wednesday afternoon will, among other things, give NCSS members a chance to penetrate the interior of a metropolitan daily and there observe the activities that go into making up *The New York Times*.

Another tour will thrill the more money-minded, taking them to the New York Federal Reserve Bank where they will see the millions of dollars in coin and currency handled there daily, and gold bullion in underground vaults.

Those with a penchant for book publishing can see all stages of book production during a third tour which will take them through a textbook publishing house.

Hardier visitors may prefer the walking tour of the financial district which begins with a subway ride to Battery Park overlooking Upper New York Bay, the Statue of Liberty, and Governor's Island. Among stops en route will be the Cunard Line office with its model ships, and the Chase Manhattan Bank's Museum of Monies of the World.

All four tours will culminate in a reception from 4 to 6 p.m. on the floor of the New York Stock Exchange where NCSS members will trade in a simulated market.

MANHATTAN PANORAMA

On Thursday afternoon, social studies teachers will have an opportunity to get off their feet for a few hours while viewing the panorama of Manhattan from glass-domed motor coaches. With full-time secondary school teachers as licensed guides, these coaches make what is called an orientation tour of midtown and lower New York, and a cultural tour of upper New York. Visitors can choose between the first which includes the industrial and commercial sections, Greenwich Village, Chinatown, the Bowery, New York Civic Center, lower Broadway, Wall Street, and Battery Park, and the second which takes

in lower Park Avenue; Fifth Avenue; Central Park; 57th Street—home of music, art, antiques, and haute couture; Columbia University; Riverside Church; the Cloisters in Fort Tryon Park; and a return trip via Harlem's Edgecombe Avenue on Sugar Hill.

MEETINGS

While some NCSS members tour New York under glass domes, others will get down to work behind closed doors. They are the members of the *ad hoc* and standing committees which will meet both in the morning and afternoon Thanksgiving Day. About half of the meetings will be open to members and are so designated in the convention program.

In the evening all NCSS members will have the rare opportunity of meeting high-ranking officials of the United Nations who will be guests at a reception in the UN Delegates North Lounge from 6 to 8 p.m. The first general session of the convention will follow in the Trusteeship Council. There Andrew Cordier, Executive Assistant to the Secretary General of the United Nations, as chairman will introduce Dag Hammarskjöld, Secretary-General of the UN who will speak about current developments in the UN; Ralph J. Bunche, Under Secretary for the UN, who will discuss peaceful uses of atomic energy; and Ahmed Bokhari, UN Under-Secretary for Public Information, who will talk about the UN and the East. Also Sir Leslie Munro, chairman of the Political Committee for the Tenth Session of the General Assembly and New Zealand representative, who will speak about the political issues before the current session of the General Assembly; and Francis O. Wilcox of the U.S. State Department who will discuss the United States and the UN.

Again on Friday afternoon the convention goes to the United Nations where, UN activities permitting, NCSS members will tour the building, visit sessions, and see documentary films.

Guest speaker for the annual banquet Friday evening will be Norman Cousins, editor of *Saturday Review*. His topic is "The Information Crisis in America."

William Jansen, Superintendent of New York City Schools, will also speak, and Howard E. Wilson, Secretary of the Educational Policies Commission, will be toastmaster.

The Friday meetings (morning only) will be divided into sections on Economics, Political Science, Sociology, Geography, and History. Among speakers and topics are: Clyde Eagleton

of New York University, "Issues of UN Charter Revision"; Jacques M. May of the American Geographical Society, "The Relationship Between Geography and Disease"; Robert E. Riegel of Dartmouth College, "The Historian and the American West During the Last Decade"; Raymond Vernon, formerly acting director of the State Department's Office of Economic Defense and Trade Policy, "Foreign Trade and Nuclear Warfare"; and E. Merle Adams of Syracuse University, "New Viewpoints in Sociology."

23 TOPICS SCHEDULED

Thirteen section meetings are scheduled for Saturday morning; ten for the afternoon. The topics (in brief form) are: Content and Method in Kindergarten-Primary Grades; Reading in Elementary Grades; Core Program; Current Affairs; Primary Resources; Social Studies in Teacher Education; Economic Education; Techniques for Social Studies Teachers; The Textbook in Social Studies; Education for Family Living; Juvenile Delinquency; Improving the Social Studies Curriculum; Conservation Education; Children's Books; Human Relations; The Changing 9th Grade; Books, Youth, and Social Studies in Junior High; Curriculum Around Contemporary Problems; Social Science in Junior College; The Rapid Learner; Supreme Court Decision and Integration; TV; and Roles in Curriculum Change.

Some of the speakers scheduled for these sections are: Robert A. Skaife of the National Commission for the Defense of Democracy Through Education; Gilbert White of the University of Chicago; James E. McCarthy of the New York City Youth Board; Paul Tappan of New York University; Kenneth Clark, Social Science Consultant to the NAACP; Gertrude Whipple of Wayne University; Lloyd King of the American Textbook Publishers Institute; and Gordon Mackenzie and Leland Jacobs of Teachers College.

The section on TV will feature a closed circuit telecast of a lesson, "The Pioneer in American Life." Preceding this CBS-TV will demonstrate the techniques used by producer, writer, researcher, and director in preparing and producing a TV broadcast.

LUNCHEON OPPORTUNITIES

The Friday luncheons will offer opportunities to hear Carl Carmer discuss "The Creative Uses of History"; Fannie Hurst, "New York, a Metropolis in Transition"; and Edgar B. Wesley speaking as NEA Centennial Historian. In addition,

Solomon V. Arnaldo, director of the New York office of UNESCO; Hugh L. Keenleyside, director-general of the UN Technical Assistance Administration; and August Lindt, Swiss observer at the UN and former chairman of the United Nations Children's Fund Executive Board, will discuss respectively the programs of UNESCO, the UN Technical Administration, and UNICEF.

Breakfasts on Friday morning have been reserved for state councils of Ohio, Pennsylvania, Illinois, New Jersey and New York; those on Saturday for editors of publications of social studies organizations and for officers of local, state, and regional social studies councils.

Theater parties on a large scale are in the making for Saturday night. Blocks of tickets have been reserved for leading Broadway shows.

GENERAL INFORMATION

Hotel. Those desiring room at the headquarters hotel should write *directly* to the Hotel Statler. Rates for rooms at the Statler are: single \$7 to \$11; double \$10 to \$14; and twin beds, \$10.50 to \$18. There is a good supply of middle-priced rooms and it is suggested that you request rooms at the lowest *available* rate. In making your room reservation be sure to mention that you plan to attend the NCSS meeting.

Advance Reservations with remittance enclosed should be made for all meals, tours, UN programs and theater tickets. Reservation blanks for these events were mailed with the program to NCSS members about the middle of October.

Registration. Everyone who attends the Thirty-Fifth Annual Meeting, or any part of it, must register. To facilitate registration, members are asked to present their registration card sent them with their program. Registration fee for members is \$2 and for non-members \$3. College students, certified as such by their instructor, will be registered without charge.

Exhibits. Exhibits have always been one of the most highly rated features of the meeting. Practically all companies producing materials used in social studies classrooms—textbooks, maps and globes, charts, audio-visual aids, current events publications, and other teaching aids—will have their materials on display. It will be the largest and most complete collection of social studies materials assembled anywhere this year.

Hosts. The Association of Teachers of Social Studies of New York City, Arthur Bernstein, president, is serving as host to NCSS. Abraham Sondak, immediate past president of the ATSS is Coordinator of Local Arrangements.

Pamphlets and Government Publications

Manson Van B. Jennings

For Teachers

For the past several years the Joint Council on Economic Education (2 West 46th St., New York 36) has made a notable contribution to the study of economics and economic problems through its ambitious publications program. Last month we cited its *Bibliography of Free and Inexpensive Materials for Economic Education* (36 p. 1955. 50 cents), which is perhaps even more valuable for its extensive annotated list of agencies issuing pamphlet materials than for the specific titles listed in the bibliography itself.

Conscious of the need for sources other than printed materials in the study of economic problems, the Joint Council has published a *Teachers Guide to the Use of Community Resources in Economic Education* (64 p. 1955. \$1). Illustrated and making generous use of specific suggestions, the guide begins with "The Place of Community Resources in Economic Education," and devotes the final thirty pages to "Using Community Resources in the Classroom."

Representing still another kind of aid to the teacher, *A Teachers Guide to Money, Banking and Credit* (99 p. 1955. \$1) has been published by the National Council for the Social Studies in cooperation with the Joint Council on Economic Education. In this guide Thomas O. Waage has contributed an excellent, graphically illustrated analysis which can be most helpful to the teacher in his effort to simplify and understand a fairly complex subject. The analysis is followed by suggestions for teaching by Eunice Johns who includes in her section a bibliography of books, pamphlets, journals, newspapers, and films.

Educating Children in Grades Seven and Eight (Supt. of Documents, U.S. Government Printing Office, Washington 25: 99 p. 35 cents) is the product of a study sponsored by the Office of Education and based in part on first-hand observation in 76 schools throughout the country. In this report the findings from research in the growth and development of youth are reviewed, and administrative and teaching practices are described. The writers have neither made recommendations in or evaluated their findings;

rather, they have tried to report what various teachers, administrators, and students have believed to be most promising.

In *Toward Better Understanding and Use of Maps, Globes, Charts* (23 p. 1955) the Denoyer-Geppert Company (5235 Ravenswood Ave., Chicago 40) has brought together under one cover a series of separate articles dealing with the use of various types of maps and globes. And one article makes suggestions for grade placement in the teaching of geographic concepts.

Social Security

Many of us know the National Industrial Conference Board (247 Park Ave., New York 17) only for its *Road Maps of Industry*: weekly, multi-colored charts that deal with current economic developments and are available free of charge to teachers and administrators in secondary schools and teacher training institutions. Their free catalog of Board publications, however, reveals a great variety of research studies and pamphlet materials that indicate more fully the scope of the Board's activities.

From publications in the years 1947-1949, the Board has grouped six titles on social security into a "Social Security Library" costing only \$2.50 for the entire set, and representing a saving of over \$6 on the original published prices. If the entire set is not wanted, individual titles are available at reduced prices: *German Experience with Social Insurance* (124 p. 50 cents), *Compulsory Health Insurance* (138 p. 50 cents), *Financing Old Age* (63 p. 25 cents), *Social Security and the Economics of Saving* (72 p. 40 cents), *Growth and Trends in Social Security* (189 p. 75 cents, with a supplement published in 1953), and *The Social Security Almanac* (112 p. \$1, with a supplement published in 1953). The latter is primarily a statistical reference volume.

A Compilation of the Social Security Laws (U.S. Government Printing Office, Washington 25: 272 p. 1955. 65 cents) gives the actual texts of the Social Security Act as amended and related enactments through December 1954. Such a document, of course, does not make interesting reading, but we have found that capable high school students, including prospective lawyers,

sometimes wish to see the full text of legislation and to refer to it to clarify points not fully developed in textbooks and other sources.

The American Jewish Committee

The Department of Community Affairs of the American Jewish Committee (386 Fourth Ave., New York 16) makes available at nominal cost publications of its own and numerous reprints from periodical and other literature. *Religion in Public Education* (20 p. 8 cents) is a statement of the views of the American Jewish Committee on the place of religion in our public schools. Two articles from the *American Jewish Yearbook* on "Civil Liberties" and "Civil Rights" have been reprinted under the title, *Civic and Political Status* (40 p. 9 cents). Articles on "Roots of Prejudice" and "Hope for the Prejudiced," originally appearing in *Today's Health*, have been reprinted under the title, *Prejudice and Mental Health* (12 p. 5 cents). From *The Reporter*, the American Jewish Committee has reprinted Edward Corsi's "Let's Talk About Immigration" (4 p. 5 cents). "The Attack on Our Libraries" (9 p. 7 cents) by James Rorty has been reprinted from *Commentary*, and is a grim reminder of the hysteria through which we have recently passed. Sponsored by the American Jewish Committee, the World Peace Foundation, the American Association for the United Nations, the Foreign Policy Association, and numerous other organizations, *You . . . Your Town . . . Your World . . . and Human Rights* (32 p. 25 cents) is addressed to group leaders and suggests action programs in support of the Universal Declaration of Human Rights.

Materials on Labor

The *Fair Labor Standards Act of 1938, as Amended* (Supt. of Documents, U.S. Government Printing Office, Washington 25: 15 p. 10 cents) is edited to incorporate changes that have been made since 1938, making it unnecessary for the reader to consult both the original act and its various amendments. Included also are separate acts, such as "Pertinent Provisions Affecting the Fair Labor Standards Act from the Portal-to-Portal Act of 1947," which have the effect of modifying the provisions of the original Fair Labor Standards Act.

State Workmen's Compensation Laws (U.S. Government Printing Office, Washington 25: 56 p. 1955. 25 cents) is a bulletin that summarizes the main provisions of State workmen's compensation acts.

Equal-Pay Primer (U.S. Government Printing Office, Washington 25: 14 p. 1955. 10 cents) contains a series of questions and answers on the subject of equal pay for equal work by men and women, with attention to state and federal legislation, and to union policies regarding equal pay.

Publications of the New York State School of Industrial and Labor Relations at Cornell University (Ithaca, N.Y.) can be helpful to mature high school students in the study of labor problems. Up to five copies of their Bulletins and Reprint Series are free to New York State residents; to others there is a nominal charge. One of their Bulletins is *American Labor Unions: An Outline of Growth and Structure* (19 p. 1955. 20 cents to out-of-state residents) by Reed C. Richardson, the last four pages of which list the publications of the School of Industrial and Labor Relations.

The CIO Department of Education and Research (718 Jackson Place, N.W., Washington 6) makes available from time to time a list of free sample copies of selected CIO publications. The last such list we received cited such titles as: *Guaranteed Employment in 1955!* (8 p. \$1 for 20 copies), *Automation* (24 p. \$1 for 10), *Raise and Extend the Minimum Wage* (8 p. \$1 for 20), and *What's Behind the Drive for "Right to Work" Laws?* (32 p. \$1 for 12). Another type of publications is *Government by Minority* (16 p. rev. 1955. 15 cents) in which a strong case is developed for federal and state legislative reapportionment, pointing out, for example, that "the 59 percent of all Americans who were living in urban centers in 1947 elected only 25 percent of state legislators."

Miscellaneous Materials

The 1955-56 edition of *United States Government Organization Manual* (U.S. Government Printing Office, Washington 25: \$1) is now available. Issued annually, this almost indispensable reference for teachers of government and modern problems is an official handbook of the Federal Government. It covers the creation and authority, organization and functions of all branches of the government, and includes the names and titles of all key administrative officials.

Peaceful Uses of Atomic Energy (U.S. Government Printing Office, Washington 25: 13 p. 1955. 15 cents) was designed to provide the public with a summary of steps which are being taken to stimulate and organize an international cooperative program for the rapid development of the peaceful uses of atomic energy.

Sight and Sound in Social Studies

William H. Hartley

Ordinarily this department leads off with a review of an outstanding social studies motion picture. Instead of this feature, we present in this issue an analysis of four recent films dealing with the history of colonial America. We are indebted to Dr. William G. Tyrrell of the Division of Archives and History, The State Education Department, Albany, New York, for this extremely useful review.—W. H. HARTLEY, editor.

Colonial America

Recent motion pictures from the leading producers of 16mm classroom films furnish contrasting views of colonial history. Differing in style as well as in subject matter, the films provide complementary interpretations of the history of this period.

From Encyclopaedia Britannica Films (1150 Wilmette Ave., Wilmette, Ill., and regional distributors) come *Captain John Smith, Founder of Virginia* and *The Pilgrims*. The film treatment of Smith, using many of his own words in the narration, supplies biographical information and concentrates on his role in settling the Jamestown colony. It also considers the conflicts over leadership and the hardships faced by the colonists. Smith's rescue by Pocahontas receives a dramatic re-enactment. His eventual return to England, wounded and without office, is a sad climax to a courageous career in the struggling colony of Jamestown.

The Pilgrims opens with the disruption of a religious service of a group of English Separatists. The film follows their move to Holland and also the uncertain voyage of the *Mayflower*. The background events and drawing up of the Mayflower Compact are clearly depicted. The winter of privation is followed, with the aid of the Indians, by a fruitful season. Celebration of the first Thanksgiving is the film's concluding dramatic episode.

The history of the Pilgrims is continued in a Coronet (Coronet Bldg., Chicago 1) film, *Puritan Family of Early New England*. Here is an account of the daily activities of a typical family in 17th century Massachusetts. Work and crafts-

manship, worship and education, and even a bit of recreation among members of the group are all vividly described.

Virginia in the 18th century is the setting for another Coronet release, *Colonial Life in the South*. A traveler journeys from the Virginia uplands to the coastal region. He departs from a small farm, visits at a tidewater plantation, and reaches the capital community at Williamsburg. This film does much to make clear the contrasts in economic pursuits and modes of living in the colony.

Colonial Life in the Middle Colonies, the third of the recent Coronet motion pictures, examines other regional differences in colonial America. In this film, a post-rider bound from Philadelphia to New York leaves behind a typical Quaker establishment. Before he arrives at a Dutch household in New York City, he comes in contact with an English family in New Jersey. In this film, as in *Colonial Life in the South*, regional differences in the economy, religion, and homelife of the period are fully documented and explained.

It is apparent that the producers of these two sets of films had different purposes in mind. The Coronet group emphasizes physical appearance and routine activities in colonial life. The settings are historical restorations or even original structures that have been preserved. By means of these realistic views, students in the intermediate and junior high grades can experience some of the more prominent aspects of colonial living.

The Encyclopaedia Britannica films, however, stress historical development. More mature in approach, they are suited to classes in senior high school. The EB films are in black-and-white versions only, going against the tide of full-color realism. Nevertheless the striking photography and expert editing of these English-made productions stamp them as first-rate examples of instructional movies. The dialogue by English actors may be difficult for some audiences to understand in a single viewing. In the Coronet films, however, there are only the words of a single narrator.

W. G. TYRRELL

Motion Pictures

Allen-Moore Productions, 7936 Santa Monica Blvd., Hollywood 46, California.

Mexico City. 19 minutes; color; sale, \$175. A well-oriented cross section of Mexico's capital. Emphasizes the progress that has been made in the city since the turn of the century.

Bonanza—The Story of the Comstock Lode. 18 minutes; color; sale, \$135. An historical, factual, well documented film about the best preserved ghost town in the West, Virginia City.

British Information Services, 30 Rockefeller Plaza, New York 20.

Underwater Story. 20 minutes; rental, \$2.50. How Great Britain has dealt with the problem of diminishing fish stocks in the North Sea. Provides insight into scientific investigations of world food problems.

Tomorrow is Theirs. 16 minutes; rental, \$2.50. Describes the life, work, and leisure activities of the young people who make up the population of Malaya.

Thursday's Children. 22 minutes; rental, \$2.50. How deaf children are taught in the Margate School for the Deaf.

Churchill—Man of the Century. 21 minutes; rental, \$2.50. A biographical sketch of the great British statesman and leader. Recalls the highlights of his life from his entry into the British Army in 1895 to the celebration of his eightieth birthday.

Abode of Peace. 10 minutes; rental, \$1.50. A visit to Brunei on the northern coast of Borneo.

The Bureau of Audio-Visual Instruction, University of Nebraska, Lincoln, Nebraska.

Maintaining Grassed Waterways. Seven minutes; color; sale, \$60. Produced in cooperation with the U. S. Department of Agriculture, this film shows how banks of waterways may be planted in grass to avoid erosion.

Pilot Watershed. 22 minutes; color; sale, \$160. Shows how an area was planned to conserve the land, and retard floodwaters.

CIO Film Division, 718 Jackson Place, N. W., Washington 6, D.C.

Work or Wages Guaranteed. 17 minutes; rental, \$3. Dramatizes the details of the UAW-CIO Guaranteed Employment Plan by showing a mock bargaining session when a union bargaining committee presents the program to management.

Imprint of a Man. 28 minutes; rental, \$2. A film story of the life of the late CIO President, Philip Murray, showing his contribution to American labor and the well-being of our nation.

Coronet Films, Coronet Building, Chicago 1.

Mexico: Geography of the Americas. 11 minutes; sale: color, \$100; black-and-white, \$55. Shows intimate glimpses of the farmers, miners, cattle ranchers, factory workers, and city dwellers of Mexico, and the relationships of these occupations to the varied geography of their country.

Central America: Geography of the Americas. 11 minutes; sale: color \$100; black-and-white, \$55. This film presents an overview of the six Central American re-

publics: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama, and the one European possession, British Honduras. The hot lowlands, temperate plateaus, and the cool mountain lands are described and the effect of the climate on the inhabitants and on agriculture is shown.

The Aztecs. 11 minutes; sale: color, \$100; black-and-white, \$55. Reconstructs some of the most significant characteristics of pre-Aztec and Aztec civilization. Explores notable ruins, carvings, and murals.

Encyclopaedia Britannica Films, Inc. 1125 Central Ave., Wilmette, Illinois.

Planning Our Foreign Policy. 16 minutes; sale, \$85; rental, \$5. Produced in collaboration with the Brookings Institution this film shows the factors and interests which affect our foreign policy and the way these forces are estimated and handled by the governmental agencies which shape our foreign policy.

Pakistan. 14 minutes; sale, \$70; rental \$4. A tour of East and West Pakistan and the important part which the Moslem religion plays in unifying the nation.

France and Its People. 13 minutes; color or black-and-white; rental, apply. Visits a farm in Normandy, but en route it takes the viewer for a tour of Paris.

Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, New York 20.

Big Trains Rolling. 25 minutes; color; free loan. Two youngsters take a pullman trip and find out about the services performed by the railroads in respect to commerce, industry, agriculture, and defense. Sponsored by the Association of American Railroads.

American Frontier. 29 minutes; free loan. The discovery of oil in North Dakota and the civic planning which accompanied the development of homes and services for the workers in the oil fields. Sponsored by the American Petroleum Institute.

Shell Oil Company Film Library, 50 West 50th St., New York 20.

Flight Log. 21 minutes; free loan. Highlights in the history of aviation starting with the Wright brothers and tracing the development of plane design.

Pipeline. 24 minutes; color; free loan. How America's 70,000-mile network of crude oil pipe lines were planned and built.

Filmstrips

Museum Extension Service, 10 East 43rd St., New York 17.

Museum Filmstrip's Club. 8 filmstrips in color, \$25; or \$6 each. Titles to date are: "The Age of Exploration," "The American Colonies," "The Years of Revolution," "Under a New Government," "Industry Changes America," "When Cotton Was King," "The Last Frontier," "A Country Divided and Reunited."

Visual Education Consultants, Inc., 2066 Helene St., Madison 4, Wisconsin.

The Ways Our Laws Are Made. Sale, \$3. Carries a bill through the various procedures of committees in the House and Senate, explains the President's power to veto and the pocket veto.

Meat and The Mississippi River. Sale, \$3. Shows that two-thirds of our meat is raised west of the river, while two-thirds is consumed east of the river. Describes where and how livestock is grown, how it is sold, how it gets to the packing houses, and how it is distributed to consumers.

Building Our Cities. Sale, \$3. How city buildings may be concealed or reconstructed to make orderly, beautiful environments for our citizens.

Of All Things

An illustrated booklet entitled "Teaching With a Filmstrip" may be obtained free of charge from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14. Designed to accompany a filmstrip with the same title, this little booklet will prove helpful to the teacher seeking to use filmstrips more effectively.

The National Audio-Visual Association, Inc., 2540 Eastwood Avenue, Evanston, Illinois, has recently issued a guide to more than 500 current models of projectors, recorders, and other audio-visual equipment. *The Audio-Visual Directory* costs \$3.50 per copy and contains specifications, prices, and photographs of almost any apparatus in which schools may be interested.

A list of "Selected Films for World Understanding" may be obtained for \$1 from the Audio-Visual Center, Indiana University, Bloomington, Indiana. This pamphlet brings together descriptions of almost 400 films and gives sources from which they may be obtained. Some 180 films are listed under one or more topical classifications to aid social studies teachers in the selection of films useful in connection with frequently studied units. Topic headings include: Atomic Energy, Collective Security, Colonialism and Independence, Communism, European Unity, Human Rights, Nationalism, Natural Resources, Underdeveloped Areas, United Nations.

Recordings

The National Association of Secondary-School Principals, 1201 Sixteenth St., N.W., Washington 6, D.C.

The "Cavalcade of America" radio programs originally heard over the National Broadcasting System may now be purchased on 78 rpm records at \$8 each or on 33 $\frac{1}{3}$ rpm at \$6 each. Each record dramatizes a significant, historically accurate event in the life of America. Leading characters are portrayed by well-known stage and screen stars. These records are made especially for educational use, and all commercial references of the original broadcast are deleted. Subjects included are "The Constitution of the United States," "Francis Scott Key," "Abraham Lincoln,"

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Helpful Articles

Barron, H. "Americans Meet Americans," *Educational Screen*. XXXIV: 209-210, May, 1955. How the U. S. Information Service motion pictures bring about a closer understanding and warmer regard between Mexicans and the people of the United States.

Conkling, J. B. "New Trends In Records and Phonographs," *Audio-Visual Guide*. XXI: 21-22, February, 1955. The president of Columbia Records reviews the trends in the fast-growing record business.

Heffernan, Helen. "Stimulation for Learning," *NEA Journal*. XLIV: 218-219, April, 1955. Psychologists, architects, and builders discuss school facilities for providing sensory experiences for children.

Notes on Books

Focus: World Affairs

Edward T. Ladd

A Book for the Department Library

APPROACHES TO AN UNDERSTANDING OF WORLD AFFAIRS: Twenty-Fifth Yearbook of the National Council for the Social Studies. Edited by Howard R. Anderson. Washington: The Council, 1954. 478 p. \$3.50 (paper); \$4.00 (cloth).

The section of this Yearbook that will have most practical and immediately useful value for teachers is probably its description of a variety of curriculum patterns and instructional practices in elementary school, high school, on the early college level, and in teacher education. It is *very* much to be hoped, however, that the majority of teachers will not "leaf through the book," read these chapters and put the book on the shelf to be referred to in the indefinite future. The book contains much that will enrich the professional background, will give depth and breadth to our thinking in this area, and will provide the perspective out of which effective classroom procedures can emerge.

The first four chapters which give an analysis of "World Tensions and Ways of Dealing with Them" form a basis for reading the later sections, but will have added meaning if read again after them. The last three chapters, on curricula, textbooks, and instructional materials in other countries and the work of various groups to improve these materials, is another example of the way in which the book gives teachers in the United States a broader perspective.

In the first chapter the editor says, "Unless instruction provides depth, through a consideration of background factors, contemporary problems and issues lose their dimensions." The reader is conscious throughout of this attempt to get away from superficial consideration of the contemporary. This is the function of the first four chapters already referred to, and of Section 2, which has eleven chapters dealing with various parts of the world. Several aspects of this second section make a real impact on the reader. The very fact that less than one-fourth

of it deals with those areas of the world which have formed the basis for most of the formal preparation of many social studies teachers (U.S., Great Britain and the Commonwealth, and Western Europe) makes it obvious that we must do a great deal of basic study. It also means that there will have to be marked revision of the curricula in all school levels (and especially for prospective social studies teachers) if we are to develop an understanding of world affairs.

While each chapter in this section is short, the reader is always aware of the amount of knowledge of history, geography and economics that he should have if he is to teach adequately. Each chapter furnishes stimulation to further study, and usually the footnotes and annotated references at the end of the chapter point the direction for further reading.

The title of the book precludes the expectation that we will find a discussion of all ways of achieving international understanding and the book has such a wealth of material that one hesitates to suggest the addition of anything else. Nevertheless, we wonder if the book would not have been strengthened by a summarizing chapter on what we know about the formation of attitudes. Section 2 and the parts of Section 3 that deal with curriculum content emphasize the importance of information in developing understanding; each chapter describing school practice indicates that activities which enable the student to have direct experience with peoples of other countries and cultures are important. There is much research, however, to show that often the acquisition of information and/or having direct experiences have either very little effect on attitudes or a negative effect. It would be helpful to the teacher planning school experiences to have a summary of the findings of the extensive research which has been done in this area in the last years.

No teacher can read this book carefully and be complacent about the social studies curriculum in our schools today or the adequacy of our instructional procedures. But the over-all effect of

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DOROTHY GRAY

Department of Education
Queens College

Books to Use in Teaching

THE UNITED NATIONS AND HOW IT WORKS. By David Cushman Coyle. New York: New American Library (Signet Key), 1955. 208 p. \$.35.

This little book, just off the press, should be of great use in social studies classes. With his usual energy and realistic, down-to-earth approach, Mr. Coyle has gathered together a wealth of information about the UN, its organization, history, and present activities. Like a good lesson-planner, he starts with a simple and vivid exploration of the problems ("In India there is never enough to eat for everybody"), moves slowly into the bulk of the book, which is devoted to the areas in which the UN has worked, and reserves his discussions of the "Organization" and the "Philosophy" of the UN to the end.

While he is unequivocally enthusiastic and hopeful about the UN, Mr. Coyle attempts to present the story of its activities fully and without partisan comment. This makes the book a bet-

ter source than stimulus and leaves it to a teacher to fill in from his own knowledge or other sources the whys behind the story. What are the real reasons why the Soviets refused to accept the Baruch plan? What are the real reasons why so many countries favor the seating of Red China and why we oppose it?

The well-informed adult will find the ground familiar enough to enable him to fill in many of the whys and to read right along in the book without difficulty. To secondary school pupils, however, as we constantly forget, the end of World War II and even the outbreak of the Korean War are beyond the limits of direct memory, and for them this book is likely to be too full of apparently dull information to be digested without considerable pain.

Yet while it is not suitable for use as a text in the conventional sense, we imagine that teachers devoting time to the UN will want to own it—at the back of the book there are a list of "principal organs," a copy of the Charter, and a not-very-good index—and that many of them will want to have copies on hand for the members of their classes, too.

E. T. L.

In Rainbow Round the World (Bobbs-Merrill, \$2.50) Elizabeth Yates, a noted writer for children and a Newberry Prize winner, tells the adventures of an 11 year old boy named John who in a three-week, globe-girdling flight finds not only excitement and the brothers and sisters he'd always wanted, but also learns how much UNICEF helps boys and girls in all corners of the world. John's itinerary allows him to visit UNICEF-aided projects in Nicaragua, Bolivia, Japan, the Philippines, Thailand, India, Iran, Jordan, Greece, and French Morocco. And if this sounds like a lot of stops for a 174 page book, the fact is that each episode is well and completely told. The story of how John drank "UNICEF milk" around the world is fun, and children, especially from eight to twelve, will be interested in the things he learned about what life is like for children in other lands.

The publisher has produced a handsome book with clear type and good make-up. It has attractive black and white drawings and map end-pieces.

(Contributed by Robert H. Reid, N.E.A. Committee on International Relations.)

On the Intellectual Frontier

WANTED: AN ASIAN POLICY. By Edwin O. Reischauer. New York: Alfred A. Knopf, 1955. 276 p. \$3.75.

On both the secondary and college levels, students and teachers alike are constantly searching today for books which will shed light on the highly complex and often grim problems faced by all the Western nations in the Far East. Too often, we are confronted with either tracts and polemics, or weighty volumes which may be excellent reference material, but are not stimulants to thought or discussion. Professor Reischauer of the Harvard faculty, a recognized authority on the Far East and the author of several scholarly volumes, has given us in this small book a stimulating and highly readable incentive to just the kind of hard-headed thinking and debate which we, as Americans, need about Asiatic affairs.

Most realistic students of world affairs would agree that public discussion about the U. S. Far Eastern policy has been far too clouded for many years by emotion and by a dangerous tendency to accept clichés. Thus, at least until very recently, many of our people and policy-makers appear to have been certain that China was "too backward"

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to develop either a modern military power or to adapt successfully to western technological methods. Further, we have nourished the hope of "Titoism" inevitably arising in Red China, confident that ancient Chinese traditions such as the strength of family loyalties would negate the demands of Communist ideology.

No reader can finish this book still filled with any equanimity either about our past policies or many of those of the present. Reischauer inquires into the likelihood, for example, of increasing industrialization in the Far East generally, drawing the rather inevitably pessimistic conclusions as to its purely economic possibilities, but goes further to suggest the disturbing and plausible thought that industrialization will not necessarily be accompanied by more western style democracy and will not bring the Asiatic nations closer to us in any form.

Of the three broad strategic agencies open to us—military, economic, and ideological—the author places greatest stress and hope on the latter. He demonstrates clearly that our greatest failure to date in Asia has been in the communication of ideas and ideals. One might hope that many Congressmen could ponder his comments before voting on appropriations for U.S. informa-

tion agencies. In his final chapter, Dr. Reischauer offers the sage advice that in the conflict in Asia between the burgeoning nationalism of these nations and "internationalism," (Soviet Communism), we should see the issue clearly and back the nationalist movements before they are swallowed up by disguised internationalism, as in the case of Indo-China.

Here is a book, in short, which offers the student and the teacher both valuable background information and, far more usefully, an entire new arsenal of ideas about our policies in the Far East. It is ideal material for classes in world history, modern problems and world affairs.

WILLIAM G. FLETCHER

Maybrook (N.Y.) High School

Other Books to Know About

TITO'S PROMISED LAND. By Alex N. Dragnich. New Brunswick, N.J.: Rutgers University Press, 1954. 337 p. \$5-75.

Dr. Dragnich is of Montenegrin extraction with extensive experience as a political analyst. His book is based upon several years of residence in Yugoslavia and upon hundreds of contacts with Yugoslavians throughout the world. His analysis of the communist movement in

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Yugoslavia can be read with profit by those interested in the development of the Marxist ideology in the Balkans and by those who wish to see the hierarchical structure of communist power analyzed in detail.

Taking his material mostly from communist periodicals and newspapers, the author shows how communism was able to seize power in Yugoslavia when the party membership was 12,000 in a nation of 6,000,000. The reasons for the striking success were fanaticism, a disciplined party organization, clever use of propaganda and the strategic location of Tito's forces when the Axis was defeated. To these internal reasons Dr. Dragnich adds the use of western aid and the use of the Red Army to link up the partisan forces throughout Yugoslavia. Aside from the points of Tito's strategic location and the use of the Red Army, the pattern of communist seizure in Yugoslavia could be used to explain similar seizures of power in other countries after World War II.

Tito's task in uniting peoples of divergent cultural backgrounds and economic interests has been one of great magnitude. Under his leadership, the Yugoslavian communist party exploited political instability while it backed the ideologi-

cal leadership of Russia from the first. This factor has made experts in the west doubt the sincerity of Tito's break with the Kremlin. The author shows how such opinions are based on facts and backs up Tito's claim that Yugoslavian communism adheres to the Marxist-Leninist philosophy. The structure of Yugoslavian communism is no different from that of the Russian brand: court systems, propaganda machine, secret police, control of education and attention concentrated on teachers and youth groups are comparable. In Yugoslavia the masses have been as readily harnessed to the communist machine as in Russia, only more quickly. All of this should give caution to those in the west who believe that Yugoslavian communism will be different than the Russian brand.

The author points out that Yugoslavia would not have been able to keep afloat economically if it had not been for western aid and shows the dilemma facing the west in continuing its support of Tito. He claims that Yugoslavian forces can only be effective if they are fighting for their own liberation. In this case Tito is a poor risk. The author does not solve the problem. The book is well written with a specially penetrating analysis of economic conditions and an

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interesting account of the Mihailovitch controversy. The bibliography is short but selective.

GLENN A. McLAIN

History Department
Eastern Kentucky State College

EUROPEAN AND UNITED STATES FOREIGN POLICY. By F. S. C. Northrop. New York: Macmillan, 1954. 230 p. \$4.75

In 200 pages, Northrop (Sterling Professor of Philosophy and Law at Yale) analyzes European federation since 1948 and its relation to American policy. The author's thesis is that there can be no effective economic, military, or political community unless it is based upon beliefs held in common by a majority of the people involved. Are such norms held in Europe? Are they strong enough to overcome traditional nationalistic rivalries? Is federation possible? Northrop's answer is "Yes" only for the six nations—France, Belgium, Netherlands, Luxembourg, Western Germany and Italy—of the Coal and Steel Community, EDC, and the European Political Community. What are the common beliefs and institutions? A community of religious views, political parties, and legal and philosophical mentality, making it possible for these people to cooperate.

What happened, then, that only the Coal and Steel Community has been created? Here the shoe pinches American feet. Why did the French, who first proposed these agencies and offered a startling rapprochement with Germany, attack and defeat EDC? Because—and here Northrop straightforwardly braves the wrath of Yale alumni—of the statements and policies of Eisenhower and Dulles, who frightened every Western European leader by trying to turn the Truman "containment" doctrine into a dynamic, roll-back policy. The President is blamed for trying to change a defensive NATO into an offensive alliance, withdrawing the 7th Fleet from the Straits of Formosa, threatening to tear up the Yalta Agreement thereby restoring Prussian leadership to Germany, and refusing a bipartisan foreign policy at home and a go-it-together policy with our Allies. If a junior senator from Wisconsin intensified European fears of our policy, the Executive head of our government created the problem.

The bulk of the book is a serious analysis of European affairs though its chief interest may well center around American policy. Some will not like this book: World Federalists, for it demonstrates the impossibility of their dream in the immediate future; Go-it-alone Republicans who will object to, though they may not be able to deny this array of facts; and those who condemn French policy while thinking the German problems settled. Supporters of the United Nations will find their faith renewed. All will be pleased to read of a community of interests in Europe after we have heard so much of the differences.

DONALD G. BISHOP

International Relations Program
Syracuse University

An interesting and promising attempt to bring new system into the study of international relations is outlined in *Decision-making as an Approach to the Study of International Politics*, which has come from the Foreign Policy Analysis Project at Princeton. The field of international politics, the authors believe, is "not just a hodge-podge of ideas . . . shoved under the same tent" but "a set of empirical problems, meaningfully related and having very specific, researchable referents," in regard to which all the social sciences can and must make their contributions. (So far as it goes, the same might be said for the field of education!) They seem to have drawn particularly heavily from modern sociological theory.

Glenn McLain, whose review of *Tito's Promised Land* appears on page 332, has written us at some length about *Challenge in Eastern Europe* (Rutgers, \$4), a book of essays sponsored by the Mid-European Studies Center of the National Committee for a Free Europe. "The co-authors in this well-balanced analysis of the structure of satellite Europe," he writes, "present short but illuminating descriptions of Kremlin power in the area. There is no one single thesis stressed in the work except perhaps an effort on the part of each author to interpret the nature of totalitarianism and its effect upon the various social and economic developments in Eastern Europe."

"Each of the twelve chapters has a special value of its own as the various writers are all experts and report with clarity and conciseness. The Editor, C. E. Black, provides an excellent summary of the aims of Russia and the future of American policy vis a vis liberation or containment. In this essay the 'liberation' policy of the present administration is considered to be virtually the same as the former Kennan policy of containment. Facing the facts as they are, Dr. Black shows how America has been both unwilling and unable to restore the balance of power in Eastern Europe. American inexperience in Balkan affairs has resulted in the failure of our policy."

We have enjoyed looking through Vitold de Golish's *Primitive India: Expedition "Tortoise" 1950-52* (Dutton, \$7.50), a report of an extended visit of a French team to several tribes living in various isolated and primitive areas of India. The text and the many magnificently reproduced photographs remind us vividly how heterogeneous are the population and cultural life of that huge country. The book, however, does reflect the unfortunate fact that the expedition included neither a professional anthropologist nor a skilled photographer.

Boyd Shafer's *Nationalism—Myth and Reality* (Harcourt, Brace) . . . debunks the classic definition and the legends of "nationalism" . . . disparaging the myths, breaking down the metaphysical "soul," the physical "race" characteristics, and the cultural "commonness" of the nationalist writers and protagonists while attributing the rise of nations and nationality to all the factors

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which previous historians and propagandists have traditionally ascribed it. His final chapter, "Men Are More Alike," deserves to be incorporated in all anthologies of readings for students from the lowest high school grade through adult education or serve as a basic text for all who seek permanent world peace. He contends that "men are more alike than different" and that "Sentiment of unity and exclusiveness . . . defined as nationalism now keeps them apart. . . . The human race seems united in a common desire to destroy itself, and nationalism happens to be the most popular, contemporary method." (From the New York City A.T.S.S. Bulletin for June, 1955.)

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